

but three weeks ago the Government published a Green Paper. Entitled *Parental Influence at School*, it described new proposals for school governing bodies which would, among other things, give parents a majority on them. This school with more than 600 pupils would have in total 19 governors of whom 10 would be elected parents, six would be nominated by the I.C.A., two would be teachers and the remaining member would be the head.

Schools with between 100 and 300 pupils would have 11 governors consisting of six parents, three I.C.A. nominees, one teacher and the head. The Green Paper concluded by asking for comments to be sent to Room 3/54 at the DES by October 1. Here is my considered reply.

Dear Room 3/54,

I hope first of all you will not think it over-familiar if I call you by your Christian name, but I have never actually written to a Room before, so I am not sure how one proceeds properly in these matters. The simple truth is, Room, that I am concerned about the Green Paper proposals to give parents a majority on governing bodies, and I am glad, therefore, to have the opportunity of a sympathetic ear, or perhaps in your case, a sympathetic ceiling, to listen to my little worries.

Now don't get me wrong, Room, as a parent of three children currently in

the maintained sector of education, and author of a handbook for school governors which stresses the contribution parents can make to governing bodies, I am right behind any attempt to give parents a proper voice in school affairs, if only to counter the strident rantings of some political nominees and try to keep in check the occasional demented head. It is just that I feel the Green Paper proposals are somewhat overdone.

It is well known, and indeed the Green Paper acknowledges, that some schools have had difficulty even recruiting a couple of parents. Furthermore, Room, you will realize that the articulate and often ambitious professional parents are the most likely to volunteer, and, whereas I can cope with a few members of the Golf Club and Seamen's Set, a majority would be too much. My first plea, therefore, is that parents should be elected under various categories to give some balance, and I propose the following breakdown: Golf Club And Seampi Set (2), Born Again Evangelists (1), Ambitious Freemasons (1), Ex-Military (1), Working Class Yobs (2), Neurotic Troublemakers (1), Feeble No-Good Parents Who Never Bother Coming To Anything (1), Teachers At Another School Who Think Their Children's School Is Not A Patch On The One They Teach In And Are Therefore A Pain In The Neck (1),



Ted Wragg

Chelsea Supporters (nil).

Another little niggler, Room, is about a governing body with a majority of parents having so much control over the curriculum, what paragraph 45 calls "scope to determine the range and pattern of the school's curriculum", as well as the conduct of the school, especially since in paragraph 50 it is said to be "neither feasible nor desirable to define 'conduct' in detail". This raises precisely the sort of issues which should be decided by a genuine partnership, not by 10 parents and only two teachers plus the head. It means the professionals will not even be able

to provide the back four in the governors' football team. There will be a rapid turnover of parent governors, and policy could easily lurch from whim to whim as fresh novices bring along their new prejudices.

Then there is the question of admissions. I can see that whereas a mixed governing body can afford to be quite liberal in its policies towards children from different social strata, one dominated by better-off parents from the well-heeled part of town might be less than generous towards applicants from downtown areas or working class estates. I mean, be honest Room, how would you and Rooms 3/53 and 3/55 feel if someone tried to swing the Gents at the end of the corridor on to you?

Nor is the section on finance too impressive. I like the idea of governing bodies knowing what is being spent on the school, because some will get a rude shock. In fact, Room, were you in a school in some parts of the country, not only would you be expected to house Victorian values, you would also be clad in Edwardian paint. I think, however, that the proposal in paragraph 72 that each governing body should be allocated a sum of money by the I.C.A. to spend "at its discretion, on books, equipment and stationery" is utterly daft, especially when taken with that sinister bit two paragraphs later about governing bodies spending

money occasionally which has been raised by parent-teacher associations. Another wedge will be driven here between rich and poor, with the affluent business-type parents raising extra loot for their schools, and the downtown unemployed parent governors powerless to prevent their schools sinking into ever greater squalor.

Incidentally, I also approve of the proposal in paragraph 86 of every parent being sent free of charge an annual report from the governing body, especially as this may be produced "in a language other than English and, where appropriate, Welsh". In view of the exceptionally turgid nature of governors' meetings may I here and now order my copy in either Welsh or Serbo-Croat.

Finally, Room, I do not understand where his crackpot proposal, which has been disowned even by most of the parents' lobby, has come from. Was it wrong with the Taylor Committee's notion of equal partnership between parents, teachers, the I.C.A. and the community, even though Taylor himself is no longer so keen on it? I cannot have emanated from Junior Minister Dunn, or "El Dimbo" as the Spanish call him, because he is only on Ladybird Book Two. Does it mean that Sir Monty Python has gone into another of his rotating eyeballs phases? Pity. He was doing so well.

DIARY

Should Sloane Rangers get the bullet?

To Woodhouse Sixth Form College, Finchley, on a sunny Saturday morning for the ATVC conference.

(ATVC—the Association of Teachers in Sixth Form and Tertiary Colleges; VI—Sixth Year.)

The association (Fionn See—George Forthright at Peter Synnolds College, Winchester) has already produced an excellent survey of the characteristics of these colleges. It shows them to be comparatively well-resourced and relaxed places where rules about uniform are scarce, and even smoking is allowed in designated areas—sometimes in the "smoking hut".

We still lack regular up-to-date lists of exactly where new colleges of this kind have been authorized by Sir Keith Joseph. He is pretty parsimonious in allowing them a fair run. He still tends to insist on keeping what he calls "schools of proven worth"—that is, a few 11 to 18 grammar schools to scoop the cream of the local talent.

It seems, however, that they no longer do so, and youngsters from both private and state schools are increasingly voting with their feet for 16, if entered at a real dilemma as to how much of this private school cream they should try to swallow each new school year.

Each county had evolved a different descriptive label. Surrey teachers tended to call them "Sloane Rangers", while Hampshire ones had christened them the "yah group"—after that collective, upper-class speech defect which inhibits the enunciation of the English word "yes".

It transpired that the establishment of these highly popular sixth form colleges had produced some interesting patterns of hybrid state and private education in Britain's stockbroker belt. A typical Godealming pattern would now seem to be—state primary education; opt-out to the private sec-



The stockbroker belt produces an interesting hybrid of education.

levels during the turbulent adolescent years; then back into the sixth form college, as a free and prestigious preparatory stage for higher education. It's very hard on local convents which are being stripped of their sixth forms.

From Solihull, a quite different pattern emerged. There the parents have broadly accepted state 11 to 16 education in the existing comprehensive; then, after a violently competitive 16-plus, the "lucky" ones ("at least five good O levels") proceed free to the sixth form college, while the affluent parents of the "failures" are forced to pay at the local public school for their sixth form education.

The teachers present seemed to agree that each college would have to work out its own "Sloane Ranger" admission policy, if they were to preserve an open ethos for their college and allow it to develop from a narrow A level sixth form curriculum to a broad tertiary one.

Offensive name

My final plea was for tertiary colleges, without the horrible word, English education is littered with unhelpful labels, and tertiary is one of the worst.

The idea is a splendid one, a post-secondary stage, in which all youngsters have space for a different sort of education, in a mature environment, where they can prepare for further education of the world of work. But the label "tertiary" will inhibit its development, just as the ugly word "comprehensive" hardly assisted the development of open access secondary education for all.

I suggested they should call them "Sixth Form Colleges" and make it clear

four easily comprehensible stages of education—primary, secondary, college and higher.

Hidden risks

As I said three weeks ago in this column, I am deeply disappointed in Eric Bolton, the Senior Chief HM Inspector, for his decision to change the basis of his annual expenditure report (free from the Department of Education and Science, Honeyport Lane, Stanmore, Middlesex) and eliminate all possibility of identifying those local authorities where standards are at risk.

I allow that he has been brave enough to write a critical report on the state of our schools; and that he has made it possible to identify the most disturbing deficiencies in the system. But the object of the exercise in the first place was to make clear to the local education authorities—who asked for the report in the first place—areas where the level of state support was inadequate to protect educational standards; and real clarity on that issue can only come about if the HMI's know the local authorities at risk and are prepared to tell them.

The new form of the report will certainly be a relief to Sir Keith. It will ensure that he is not embarrassed again by groups such as the Liberals in what he was going to do to correct the inadequacies revealed by his inspectors. (That matter remains with the chubdrazz.)

Science standards

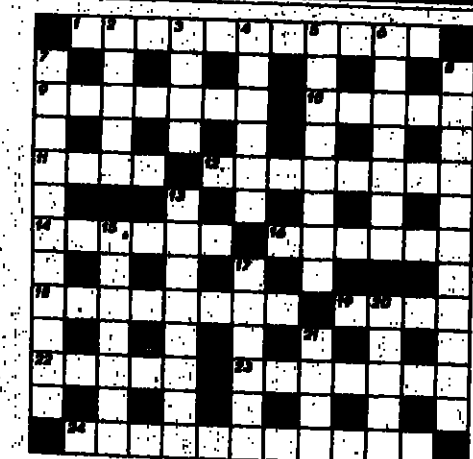
The matter has been made worse by the bare-faced cheek of Sir Keith in responding to the report by blaming the local authorities for the deficiencies revealed in it. He knows perfectly well that the responsibility is his—not providing enough money to protect standards in schools.

Perhaps the most worrying criticism is the bland statement (para 44) that the 11 to 16-year-olds are particularly at risk in the provision of books, consumable materials and equipment. Sir Keith is fond of responding to this sort of criticism with the stock response: "Money does not necessarily affect standards." But in science teaching, resources do directly affect standards. The Assessment of Performance Unit has made that perfectly clear.

The plain implication of the report is that with provision at its present level, there are no hopes of improving secondary school science. If Sir Keith won't draw that conclusion, Eric Bolton must. I hope he is brave enough to do so next year.

Christopher Price

No 156 CROSSWORD by Rufus



Across

1 Maybe our teacher's not to be trusted (11)
9 Camp irregularly to day (10)
10 It uses rounds or oval (5)
11 Continues a set routine (6)
12 Cautious apologetic goes to a few (8)
14 Fancied the cheaper sort (10)
16 Confine... after (6)

Down

2 Respond to a trace of difference (5)
3 Agreed, but not about being old (4)
4 Call attention to 24 hour period of prosperity (10)
5 As an accountant, I've spent being put out (8)
6 Liberate one soul in torment (7)
7 Told off for having caused a bit to melt (5,2,4)
8 Losses time in celebrations (11)
13 Wild beast one never veered by ship (3,3), a 15 For one in the essential to the diet (10)
15 Order signed up (10)
20 Article written about the professional (10)
21 A certain amount of snow dangerous to aircraft (4)

Solution to puzzle No 155

1 MAYBE OUR TEACHER'S NOT TO BE TRUSTED (11)
2 RESPOND TO A TRACE OF DIFFERENCE (5)
3 AGREED, BUT NOT ABOUT BEING OLD (4)
4 CALL ATTENTION TO 24 HOUR PERIOD OF PROSPERITY (10)
5 AS AN ACCOUNTANT, I'VE SPENT BEING PUT OUT (8)
6 LIBERATE ONE SOUL IN TORMENT (7)
7 TOLD OFF FOR HAVING CAUSED A BIT TO MELT (5,2,4)
8 LOSSES TIME IN CELEBRATIONS (11)
9 CAMP IRREGULARLY TO DAY (10)
10 IT USES ROUNDS OR OVAL (5)
11 CONTINUES A SET ROUTINE (6)
12 CAUTIOUS APOLOGETIC GOES TO A FEW (8)
13 WILD BEAST ONE NEVER VEERED BY SHIP (3,3), A 15 FOR ONE IN THE ESSENTIAL TO THE DIET (10)
14 FANCIED THE CHEAPER SORT (10)
15 ORDER SIGNED UP (10)
16 CONFINE... AFTER (6)
17 A CERTAIN AMOUNT OF SNOW DANGEROUS TO AIRCRAFT (4)

THE TIMES Educational Supplement

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Liverpool's education spending may be slashed

by Mike Durham

The Government is privately proposing huge cuts in Liverpool's education spending as part of its strategy for the city's economic survival—if a legal budget cannot be agreed.

In a report on the city's finances considered at Tuesday's private meeting between Liverpool council leaders and Mr Patrick Jenkin, Environment Secretary, Environment Department officials suggest cutting out growth items worth £650,000 and expenditure of £4.5 million on education.

In the unpublished document, the officials recommend:

● Cutting up to £4.5 million from the annual budget on school books, stationery and materials.

● Saving £150,000 by not carrying out the proposed reorganisation of Liverpool's secondary schools this year—a delay which Sir Keith is indeed proposing (see page 5).

● Saving £120,000 on the running costs of nursery classes in new buildings.

● Saving £110,000 on a new mobile canteen.

● Saving £270,000 on plans to extend discretionary awards to students at 18. Other proposals in the detailed package are to cut spending of £6.8 million a year on renewals and repairs to buildings, including schools, and to leasing council premises to make a saving of £2.8 million a year.

Mr John Hamilton, council leader, told THE TIMES: "This is a very clear indication for the first time of how

Department of the Environment officials would run local government. Education in Liverpool would be very severely damaged by any of these proposals."

In the same report the city council's officials make their own bids for areas of spending on education to be exempted from the Government's rules on spending and targets.

They include £2,353,000 on the city's polytechnic, £478,000 on pupil maintenance grants, £535,000 on the cost of transferring Roman Catholic direct grant schools to the voluntary aided sector, £895,000 on agency fees for the Youth Training Scheme, and £1,304,000 on free school meals.

● A comprehensive school bordering Liverpool's £30m international garden centre cannot afford to maintain its playing fields, David Lister writes.

Mr Hamilton said this week: "The contrast between the lack of money we have for basic maintenance and the money that has been spent by the government on the garden centre, is shocking. It is still basically the fact that the playing fields at Shorefields comprehensive school have had very little attention. If we do maintenance work we are into penalties."

The school playing fields which are clearly visible from the garden centre are said to look extremely scruffy. Mr Hamilton said on BBC TV's *Panorama* this week that the school could not afford to cut the grass at all, but it is understood this has now been done.



Queue for action: Members of the National Association of Schoolmasters/Union of Women Teachers turned up at the Commons on Tuesday to lobby MPs over the teachers' pay dispute. And (right) the nub of their argument.

Court ruling causes chaos

Birmingham's education department has been thrown into confusion following a High Court ruling which suggests that its senior education officers have been acting unconstitutionally for the past 10 years.

Since the discovery, the education chairman and deputy chairman have been forced to meet weekly as an official two-men subcommittee in order to make routine decisions.

The extraordinary situation arises from a High Court declaration made during the dispute over the future of 5,000 Birmingham dinner ladies threatened with dismissal.

Mr John Crawford, Chief Education Officer, sent out dismissal notices to the dinner ladies under powers he believed to be delegated by the education committee. But Mr Justice Mann ruled that Mr Crawford was acting beyond his powers by acting for the education committee rather than the full council.

Sir Keith merges CSE and O levels

by Biddy Passmore

Sir Keith Joseph, the Education Secretary, announced his decision to merge O level and CSE into a single examining system on Wednesday. In a package cleverly designed to please the educational world and soothe Conservative fears about standards.

The new system will have a single scale of grades from A to G and the new examinations will lead to the award of a single certificate—the General Certificate of Secondary Education—so it will not be just the homogenized version of the present dual system which many educationists had feared.

At the same time, however, Sir Keith is set to dispel worries about the loss of O levels by insisting that the GCE boards should have sole responsibility for setting and maintaining the standards of grades A to C and by promising that those grades will be more demanding than the corresponding O level grades.

And he has added the bonus of "distinction certificates" for candidates getting good grades in a broad range of subjects.

As expected, he is insisting that syllabuses be developed according to national criteria, with differential papers or questions for each subject and the incorporation of grade-related criteria as they are developed.

The 20 examinations boards will come together in five groups—four in England, one in Wales—and the number of syllabuses will be dramatically reduced. At present, as Sir Keith remarked with horror on Wednesday, there are more than 19,000.

The first courses of the new examinations will begin in the autumn of 1985 with the first awards in the summer of 1986.

The whole package, he told the Commons confidently, would produce a system that was "tougher, but clearer and fairer, more intelligible to users, better than O levels for those who now take O levels, better than CSE for those who now take CSE, and which will stretch both the able and the average more."

Mr Oles Radice, Labour's education spokesman, congratulated the Education Secretary on reaching a decision and for at last recognizing that having two systems was both "divisive and wasteful".

But he expressed suspicion about keeping the old GCE boards when O level was being abolished and said he hoped Sir Keith was not trying to retain O level under another name.

Mr Radice also suggested the new "distinction certificate" was "a sop to the Tory Right."

Mr Fred Jarvis, general secretary of the National Union of Teachers, commented: "At last the uncertainty and anxiety which has affected schools, pupils and parents about the introduction of this long overdue reform is over. We welcome Sir Keith Joseph's decision to accept the overwhelming view of educational opinion in favour of the reform. This is one decision of his which will be applauded throughout the teaching profession. Our own union first proposed such a step 15 years ago."

But Mrs Frances Morrell, leader of Britain's biggest education authority, the ILEA, condemned Sir Keith's decision as a "sleight of hand". Giving the GCE boards responsibility for the top grades and the CSE boards responsibility for subsidiary grades meant that the more things change the more they remain the same, she said.

Independents accused of trying to exploit strike with press add

by David Lister

Teachers' leader this week attacked an attempt to use the teachers' pay dispute to recruit pupils for independent schools.

A full page advertisement feature in *Manchester Evening News* entitled "Independent Schools: Havens of Stability" includes advertisements for 16 private schools in the north-west.

A reader: "The disruption caused by the dispute about state school teachers' pay will doubtless have caused many parents, regardless of the rights and wrongs of the cause, to think 'a plague on both your houses' and look long-

ly at the more peaceful academic groves of the private school sector, where industrial action is rarer than rain in the Sahara."

It continues: "Finding that sense of certainty and continuity of direction must be one of the biggest factors in

attracting parents, an increasing percentage themselves not privately educated, but veterans of state education, to select the independent area of education for their own children."

Miss Joan Davenport, National Un-

ion of Teachers executive member for the Manchester area said: "I think this is the deepest unfair of the independent schools. They are trying to break down the state school system of education."

Mr Tim Devlin, director of the Independent Schools Information Service said: "The article was not written by ISIS, and ISIS would not wish to make any capital out of the teachers' pay dispute."

No private school teachers are on strike in the current dispute, though their salaries are generally paid in line with Burnham agreements.

THIS WEEK

COMMENT
PRIMARY
HONOURS LIST
NOTICEBOARD
SCHOOL TO WORK
OVERSEAS NEWS
LETTERS
PERSONAL
CHRISTOPHER PRICE'S DIARY AND
CROSSWORD
CLASSIFIED

Wider Bill

Legislation on corporal punishment is now expected to cover the whole of Britain.

AS feared

Fears over the planned AS levels are voiced by the Secondary Heads Association.

Vote catch

Mike Durham looks at the disadvantages of using schools as polling stations.

Platform

The case of the National Front student and the role of North London Poly staff raises legal implications for teaching, says Patrick Leighton.

Gym miss

How women, once dominant in the gym, have how lost out to the male approach to PE.

Out of step

The debate company bringing



provocative messages about sexism, racism and unemployment into schools.

Arts/Books

Kingsey Amis (pictured) and accessible poetry; Nancy Banks-Smith on parodies; John Weightman on the history of English language teaching, followed by a special series of BFL materials. Feminist publishing: Nigella Lawson reports on the First International

Feminist Book Fair, and Jessica Saraga and Kaija Watter review some new studies in women's history; Judy Cooke reports on the literary censorship conference at the ICA. English textbooks

Resources/Media

The Home Office's Crime, Law and Society project; primary Maths and Maths: A Teacher Training Pack; plus television and radio reviews.



Patricia Leighton argues that the attempt to force North London Polytechnic staff to identify students demonstrating against National Front activist Patrick Harrington (above) has raised important questions about the legal protection that should be provided for the teacher-pupil relationship.



A question of trust

It is quite likely that the court actions and related matters concerning Patrick Harrington, the National Front activist, and the Polytechnic of North London will prove momentous for both the educational and legal system.

There has been considerable publicity and comment regarding the events arising from Harrington's demand not to be impeded in his attempt to attend lectures, and many, not least the staff, will have reservations about the conduct and tactics of the students who picketed the building. However, there has been speculation regarding Harrington's own motives, coupled with much scepticism over the presentation of the issue in many quarters as a simple one of Harrington's civil liberties.

He is not just an ordinary member of a political party and the National Front is not an ordinary party. Many of the staff were aware from the outset that the students' fears and concerns over the presence of a National Front organizer were not spurious, politically contrived or hysterical over-reactions. Even before the lecturing staff became directly involved and dramatically involved there had been much heart-searching and debate over the presence of such a student, the intuitive reaction of the overwhelming majority of staff being to safeguard freedom of access to education. However, with a court order to the polytechnic that it identify picketing students from photographs taken on May 1 by a National Front photographer, the debate ceased to be academic.

The conduct of the students in continuing to picket was in contempt of court and the blunt reaction of the court and subsequently the directorate of the polytechnic was to call upon academic staff to look at the photographs and name students. There was apparently no consideration of alternative means of identification

and, initially, no examination of the photographs themselves or the rationale for selecting certain students for naming out of the greater number who appear on the photographs.

It quickly became clear that very few staff were prepared to do this. The majority reacted instinctively that to give names to, in effect, the National Front solicitor, could endanger those students. Such action would inevitably jeopardise the relationship of trust between staff and students. As this reaction was one of a broad cross-section of staff, the issue had clearly touched a raw professional nerve. It was clearly not only the reaction of a small left-wing clique.

A few days later, 14 experienced and highly-qualified members of staff, singled out by the polytechnic, were subjected to contempt proceedings. The manner of those proceedings has itself been subject to wide concern and interest amongst the legal profession and others.

This bizarre and unprecedented chain of events forced the lecturers to give great consideration to the precise nature of their professional relationship with their students. Like many aspects of education (for example, the relationship of governing bodies with schools) it had jogged along happily on a series of often unarticulated assumptions, only being tested in a crisis.

The normal teaching methods, involving seminar, essay and project work, as well as the larger lectures, lead to closeness. This familiarity can

be intensified when the student is older and sometimes lacking confidence in the academic world. The polytechnic has a high proportion of mature students and also has a well developed personal tutorial system involving the professional, medical and counselling staff. As in other areas of education there is an important and perhaps growing pastoral role undertaken by teachers, which is somewhat ill-defined.

Teachers and others, such as educational psychologists, are familiar with situations where they are required or requested to "provide information" to outsiders. Most commonly it is in giving references and reports, though sometimes the police or other agencies are involved. In many cases the law provides protection for those providing information; for example, there is almost total immunity from actions in defamation, and a recognition by law that confidential and sensitive material must be handled according to strict rules. The law tries to provide a balance between the interests of those seeking information and the interests of other parties involved.

In society more generally there is acceptance of the fact that some professional relationships, such as that of solicitor and client, doctor and patient, need special protective rules if those relationships are to proceed on the basis of necessary mutual trust.

However, one is also aware of the fact that attempts to extend such protection into other relationships, such as that of journalist and source of information, have faced a considerable

struggle. The whole question of information protection has become topical, and whereas there has been some reluctance to extend immunity or privileges to persons seeking to withhold material, the law has shown a growing awareness of the need to cope with the unauthorized releasing of information from, say, computer records. These are not simple issues, and finding the correct approach to them is no easy task.

If professional teachers claim that their relationship with those they teach merits special treatment and protection by law, what might be the basis and limit of that protection? Teachers in schools can point to the need to preserve a proper atmosphere in which to carry out their pastoral as well as educational role. In addition, it might be relevant that they stand in loco parentis. With the lecture-student relationship the major need must be to ensure openness of debate, as well as to provide trust and confidence. It may well be that the various relationships in education require separate and distinctive analysis.

In the Harrington case it is not simply a matter of disclosing names and addresses to a law court, but rather that such material will be in the possession of the National Front. It is the possible use to which that information is put which poses the threat. It must be the situation that if students were accused of a substantive crime, such as theft or assault, that the overwhelming view of teachers would be to assist the course of justice, providing correct procedures were

complied with. Would any other matters, such as demands to give information relevant to a political offence, or the giving of information which might lead to harm and other violence, justify claiming the right to withhold it? The practical moral issues abound. They point to the need to provide a clearer analysis of the nature of the relationship between the "consumers" and the producers within the education system.

Indeed, the Harrington case has highlighted another grey area. It is the relationship between students of higher education institutions, how does securing a place at such an institution entitle you to what? What precise terms of the contract regarding its strict teaching ones, and the matters of conduct and discipline. How much can be implied and what are the remedies open to the parties when things go wrong? These and other questions - such as the Section 8 duties of an LEA - are crying out to be clarified. We know that, in 1944, Education Act required "efficient" schools, just as we know that the polytechnic has to provide "sound" teaching, and that both have to remain open at normal times. But what of the curriculum and pedagogy - what is the entitlement of pupils in that respect?

There will be those who argue that there is merit in things logging on and always. That it would be a good idea when lawyers mused in on education, arguing and litigating over everything. The spectre of the United States, with its apparently endless stream of cases, looms large. However, the Polytechnic of North London lectures were held with an appalling dilemma, made worse by the vagueness and uncertainties surrounding the whole issue. Sometimes it does not pay to be sleeping (educational) dogs lie.

Patricia Leighton is principal lecturer in law at the Polytechnic of North London.

Heads voice fears about 'piggy-back' AS courses

by Richard Garner and Biddy Passmore

Leaders of Britain's secondary school teachers are voicing serious reservations about government plans for new advanced supplementary (AS) courses and exams to be taken alongside existing A levels.

Mr Peter Snape, general secretary of the 3,500-strong Secondary Heads Association, speaking after a weekend meeting of his union's national council, said: "To try to begin AS levels without extra resources is just impossible - the schools could not cope."

The union hopes to give the Government its official response to the draft proposals - outlined in a consultative paper by the Department of Education and Science - well before the end of the consultation period in October. But the fears voiced by its education committee - which has begun work on the response - go beyond just worrying about whether the new examination would have enough resources.

"We are fully in favour of the principle of widening the sixth-form curriculum," said Mr Snape, "but reservations are being expressed about whether this is the way to do it."

The education committee's reservations - in addition to the question of resources - are threefold: (i) that the new examination will increase the burden on the pupil without necessarily broadening the curriculum in the sixth-form, (ii) that it will mean potentially successful candidates have to present themselves in a subject in which they are not best equipped, (iii) that it will cut across the work done by general studies departments - work which teachers believe offers the best way of broadening the curriculum at this level.

Mr Snape said: "The emphasis in the consultative document that AS courses should be used widely for university entry means that if - for example - in the maintained sector are good students in physics, mathematics and chemistry they will also have to do some French for their university entrance."

The DES document says the aim of the new examinations is to broaden the curriculum for A level students without diluting academic standards. Sir

Keith Joseph, the Education Secretary, said he would like the courses to be introduced in 1986 with the first examinations taking place in 1988 if it is accepted by schools and universities.

The document envisages sixth-formers aiming for higher education continuing to pursue A level courses in subjects they eventually intend to specialize in - while also following two-year AS level courses in subjects that either complement or contrast with their chosen area of study.

Courses leading to AS levels would have half the syllabus content of A levels but would demand the same academic standards. The DES envisages that they will require around half the teaching time allocated to A levels - perhaps four periods a week in contrast to six or eight.

Reservations about the proposed new exam were also voiced at last week's conference in Blackpool of the Association of Colleges for Further and Higher Education.

Mr Bernard Smith, principal of Vauxhall College in London, complained that the Government was only tampering with the problem of early specialization. What was needed was a grouped subject course relevant to each student's needs such as existed in further education colleges, he said.

Mr John Sargeant, principal assistant education officer in Staffordshire, said there was a worrying tendency to solve a problem with a new exam. What about alternative forms of assessment, he asked.

But the AS level was defended by Mr David Hancock, permanent secretary at the DES. The Government was not tampering but adapting the system in a constructive way, he said, which would broaden the range of sixth form studies without losing the strength of the present system - that it prepared able children very well in their main subject for study at a university or polytechnic.

Mr Hancock conceded that any more radical change would call in question the system of specialized three-year honours degrees, which the Government was not prepared to do.

Design fault...

A new course in Welsh for training craft, design and technology teachers will be in Newport, an area where little Welsh is spoken and no Welsh-medium practice schools for the student teachers exist.

The decision by Mr Nicholas Edwards, Welsh Secretary, to award the course to Gwent College of Higher Education follows months of argument. The Welsh HMIs originally proposed Bangor Normal College but this was objected to as political favouritism for Welsh-speaking North Wales.

The Welsh Joint Education Committee then proposed Trinity College, Carmarthen, Wales's only voluntary college and with a strong Welsh character but in the south-west. Finally, the Wales advisory body for local authority higher education recommended Gwent.

The conclusive argument was that two years ago the college was designated a centre of excellence for CDT and that subject expertise was more important than cultural context. Students will have to travel to neighbouring South and Mid Glamorgan to find teaching practice in Welsh-speaking schools.

He said he was "minded to approve" the proposals but considered it essential not to put them into effect until next year so that they could be properly carried out. Two single sex schools - he has selected West Derby Boys' and Holly Lodge Girls' - should be retained in accordance with his policy of meeting local parents' wishes.

Now the authority must reply, giving its reaction to the modifications, before he formally approves the scheme. If they can convince him that exempting the two schools would make the scheme unworkable he could, in theory, reject the whole package. Alternatively, Liverpool could withdraw the proposals or suggest modifications.

Sir Keith's delay in deciding on the fate of the city's half-empty schools showed "a callous disregard for the interests of people young and old in Liverpool," Mr Dominic Brady, chairman of the education committee, said. "The Secretary of State has taken seven months to delay a decision for 12 months," he added.

Mr Brady said that exempting two schools would create a grave danger that one or two schools would have to close for lack of pupils. "We have to consider whether we accept the change, given that 90 per cent of it has been accepted by Sir Keith."

Retaining the two schools will mean the authority has to start all over again with the appointment of staff to new

schools. Appointments panels had already decided who should fill 60 per cent of the 1,250 new posts, although the teachers had not been notified.

Mr Jim Ferguson, secretary of the Liverpool branch of the National Union of Teachers, said the two single sex schools would very soon become "quasi-grammar" schools and create problems for the other comprehensives.

Sir Keith said in his letter that he recognized the need for action to stop the serious erosion of quality in the city's secondary schools as a result of falling pupil numbers.

While he regretted the loss of some of the currently popular schools, he was satisfied that keeping things as they were would lead to increasing failure on the part of all the county secondary schools to provide good and effective education, the letter continued.

Sir Keith acknowledged that retaining the two single sex schools (the city was planning to amalgamate them) would keep more places in the system than the authority had planned. This was outweighed, in his view, by the importance of keeping some choice for parents.

On timing, he said there was no longer sufficient time to achieve "orderly and effective implementation" by the start of the new school year. A 12-month delay would allow more time to plan the staffing, curriculum and admission arrangements for the new schools.

The Liverpool scheme is one of the most contentious ever to have come before the Education Secretary. More than 70,000 parents signed petitions objecting to it.

It is also one of the most desperately needed. The city's 25 county secondary schools now have 29,700 places. By September 1990, the number of pupils will have fallen to 17,600.

Baroness Cox (pictured above) has resigned as director of the Nursing Education Research Unit at Chelsea College, London. It is understood that pressure of work and concern for her health led to her decision.

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City angry over schools shake-up

by Biddy Passmore

Angry education chiefs in Liverpool were this week facing up to a 12-month delay in their school reorganization plans - and considering whether to accept the retention of two single sex schools.

Changes to the city's scheme to reorganize its 25 county secondary schools into 17 co-educational comprehensives were formally proposed to the authority on Monday by Sir Keith Joseph, the Education Secretary.

He said he was "minded to approve" the proposals but considered it essential not to put them into effect until next year so that they could be properly carried out. Two single sex schools - he has selected West Derby Boys' and Holly Lodge Girls' - should be retained in accordance with his policy of meeting local parents' wishes.

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Guidelines on finance

Guidelines to help governors understand better the finances of their schools have been produced for the Inner London Education Authority by the local branches of the National Association of Governors and Managers and the Campaign for the Advancement of State Education.

The guidelines, which explain the annual timetable behind the LEA's budget, urges governors to take part in setting priorities for their schools and for the authority as a whole.

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NEWS

The three flaws in teacher appraisal

Teacher assessment schemes could work in the interests of the staff concerned as well as raising educational standards, according to a new study. But formal appraisal systems have three flaws, say W I and R Stenning in a paper, *The Assessment of Teachers' Performance: some practical considerations*.

One is that appraisers and their appraisees may lack commitment to a scheme. They may begrudge the time involved, lack confidence in their judg-

ment, or feel it will have no positive benefit.

Appraisals may be too subjective, and senior staff making the assessments may choose not to record points which reflect badly on themselves.

Thirdly, data may never be put to good use. Staff may "go through the motions", knowing that their personal files will languish in personnel departments.

But the authors say Britain seems set to follow parts of the United States into

teacher assessment. They add: "It goes on, day in, day out, in all schools on an ad hoc, informal basis... The argument thus becomes one about making assessments which are more systematic, objective, open and geared to helping the teacher."

The Assessment of Teachers' Performance: some practical considerations by W I and R Stenning, School Organization and Management Abstracts, Carfax Publishing Company, Oxford.

Sir Keith urged to retain O levels

Employers 'opposed to 16-plus merger'

Employers do not want O level and CSE examinations to merge, according to the Institute of Directors. "A well respected O level system complemented by a level-class technical and vocational education system would meet the needs of industry and put Britain in the front rank of Western European Nations," it says.

In a letter sent this week to Sir Keith Joseph, Education Secretary, Mr Walter Goldsmith, IOD director general, says: "The O level examination system is a benchmark of familiarity and certainty in a climate of rapid educational change. Our members have consistently and forcefully told us that they find O levels a reliable guide to the abilities of potential employees."

The Institute pointed out that, however, the Government was committed to merging the exams and employers would hope for major changes, such as a grading system to allow a more meaningful comparison of performance.

of respondents favoured the retention of separate O level and CSE examinations; only 30 per cent believed that they should be merged to form a common exam.

Mr Goldsmith claimed that "every indication suggests that employers have deep disquiet about the curriculum content of, and the results produced by, the CSE examination. They have, unfortunately, failed to catch the imagination of employers."

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Campus hopes on defence budget

by Jon Turney

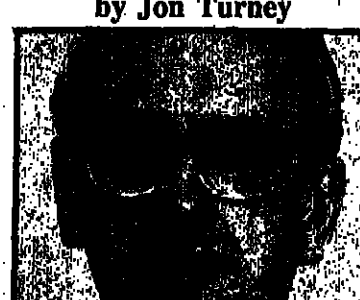
Efforts are underway to secure some of Britain's £2,000m defence research budget for university scientists, MPs were told this week.

Sir David Phillips, chairman of the Advisory Board for the Research Councils, said he had held talks with Professor Richard Norman, the Defence Ministry chief scientific adviser, on the role of the ministry in supporting university research and on the possibility of using some of its funds to back other basic research. The projects would have military applications.

Sir David was speaking at the briefing of the Commons Select Committee on Education, Science and Arts to inquire into the science budget. He and other ABRC members said the talks with the MoD were taking place against a background of a possible 25 per cent cut in Government support for basic and strategic research within 10 years.

Sir David and Dr Walter Bodmer, director of the Imperial Cancer Research Fund laboratories, and Dr Deane Roberts, research director of GEC, all expressed dismay at the neglect of science in the Government's recent green paper on public spending in the 1990s.

Department which support research was all assumed to receive near level funding, said Sir David said this



Sir David Phillips

meant the erosion of science spending would grow worse, "unless a conscious policy decision is made to look at the strength and health of British science".

The MoD's chief scientific adviser is a member of the ABRC. But Sir David is understood to have held private talks with him and the department's head of procurement, Mr Colin Fielding. During the meeting, Sir David pointed out that in America major defence research establishments such as the Lawrence Livermore laboratories make lasers accessible to university scientists for their own research.

The MoD replied that it would consider whether any similar facilities in the UK might be opened to researchers from outside defence establish-

ments, and the ABRC is likely to press this point in the near future.

Defence money is already going into joint projects with civil researchers on advanced computers but university scientists believe there are other areas where access to MoD programmes would benefit basic research. These include oceanography and remote sensing.

The department is also likely to issue guidelines soon to help universities who want to apply for contracts in MoD research schemes.

However, Dr Roberts told the select committee that he thought only about 1 per cent of the MoD's research and development spending went on basic research, and the proportion had declined in recent years. He stressed that the real need was for more money in the civil science budget.

Sir David made the same point in response to questions about proposals to reorganise the ABRC. His intention was to make the existing system work better rather than change it, and neither he nor Dr Roberts had much sympathy with recent suggestions from Sir Douglas Hague for reforms of the Board.

Sir Douglas, chairman of the Economic and Social Research Council, criticised the ABRC's administrative style, and called for measures to create a "learning bureaucracy" - *THE*

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Why election days are giving teacher the blues

by Mike Durham

As nine o'clock came round last Thursday morning, an uneasy and disturbing silence reigned in thousands of schools throughout the country - it was the day of the European elections.

In cities, towns and villages everywhere many school buildings were empty and deserted, except for small enclaves occupied by officials and polling booths. It is an increasingly familiar scenario.

With a General Election, local government elections and the European elections, some areas have gone to the polls three times in the last year. And while schools do not have to be used as polling stations, many are - to the irritation of almost everybody concerned.

Schools closed on a Thursday are unhelpful to teachers, whose timetables are upset; to parents, who have to cope with children at home for the day; and to education authorities, which are faced with complicated and messy administrative arrangements.

Predictably, the only participants who approve of the arrangement are the children, who consider they are getting an extra day on holiday.

This year the National Association of Head Teachers was so upset by the continuing disturbance that its annual conference called for elections not to be held in schools on weekdays during term time. Its executive committee is to make representations to the Government next month.

How many schools are used at election time and how much they are affected varies from one L.E.A. to another. The only legal requirement is to co-operate with the local returning officer who can requisition virtually any building and turn it into a polling station.

In practice many schools are used because they are public buildings, they are usually central, and they are free. But every year the Home Office sends

a circular to returning officers asking them to try and avoid using schools if they can.

Then it is up to local custom and practice to determine whether the whole school is closed for the day, or only part of it - and whether other schools in the constituency are given the day off even when they are not taken over as polling stations.

In Manchester about 95 per cent of schools close completely on election days. The only ones to stay open are schools in the voluntary maintained sector where governors often decide to continue business as usual.

Dr David Jones, senior assistant education officer, said: "It's the politicians' decision. A few years ago they did a survey and concluded they needed to use schools. Since then every school has closed whether it's a polling station or not."

The 'day off' is compensated for by a spare day from the annual teaching calendar, so the children do not lose lessons.

But the election Thursdays clearly raise hackles in the city's education department. Mr D C Davies, deputy education officer, said: "It causes us a great deal of difficulty - it's a fair old hassle in Manchester. We're all getting a bit fed up of it."

"We have to decide whether to close the whole school or only part of it, and then the question of whether to close all the other schools as well. The teachers don't like the disruption and neither do we."

"The Government should be told to hold elections on a Sunday when schools are closed."

In Devon, on the other hand, the police is to close a few schools as the view that it is not usually necessary to close the whole school unless it's so small that it is not possible to continue with normal lessons.

As a result hundreds of schools remain open, with the polling booths discreetly partitioned from the classes in progress. Rural schools and large secondary buildings are most likely to stay open.

In the county's West Devon area, for example, 45 out of 171 schools were closed for the European elections. But polling took place in many of the schools which remained open.

Even so parents and teachers have complained about the disruption. A spokesman in West Devon added: "None of us likes it, let's face it. Governors have complained as well as parents. But what the returning officer says, goes."

One of the problems which frequently prevents schools being shared by voters and pupils is safety. In many areas voters arrive by car and park in school playgrounds, endangering younger children.

Another factor is the choice of Thursday as the traditional British election day. Teachers frequently face the problem of truancy the following day as children opt for a particularly long weekend.

Mr Peter Snape, general secretary of the Secondary Heads Association, claimed that closing schools on election days was no great problem. "And it wouldn't be reasonable to have a school opened up to the public while the children were being taught," he said.

But Mr David Hart, secretary of the National Association of Head Teachers, said: "It does disrupt education. I have never come across a case where a school could function normally on an election day if it is a polling station."

"If they changed election days to Sundays like the rest of Europe, there would be no reason for anybody to get upset."

PTAs want staying-on allowance

by Diane Spencer

At least 20,000 teenagers were kept in school last year, the National Confederation of Parent-Teacher Associations claims in a report published recently.

This figure is based on surveys of secondary schools and more than the education authorities in England and Wales.

The NCTA is calling on the Government to provide a 'staying-on allowance' of £25 a week for all pupils who want to stay on beyond 16.

They argue that the Government need spend virtually no money on the scheme for children whose parents are on Family Income Supplement or supplementary benefit.

The Government is unwilling to deprive these children of education," says the confederation.

The report is the sequel to one financial support for 16 to 19-year-olds returning to full time education after the confederation discussed with junior minister Mr Bob Dunn in October.

In this, the NCTA argued the society had a duty to ensure a youngster was deprived of education because of lack of financial support.

Mr Dunn agreed with that philosophy but argued that the scheme should provide pupils with Educational Maintenance Allowances to stay on must not involve "new money".

In their report, "Earn or learn: a case of unwitting deprivation by the State", the NCTA seeks to convince the Government that the money already being paid out by the Manpower Services Commission through the youth training scheme, or a supplementary benefit.

The NCTA has asked for meeting with the Prime Minister and the Education Secretary to ensure that no 16-year-old is deprived of a place at school through financial deprivation next September.

BBC appoints five to top schools service jobs

by Carolyn O'Grady

The BBC have announced five new appointments in School Broadcasting following the announcement that Miss Sheila Innes will take over as Controller from Mr Donald Gratton, who is retiring at the end of the month.

The promotion of a number of other BBC heads has meant that Miss Innes has been to some extent able to pick up the reins. Another top job goes to Dr Euffron Wynne Jones, another woman in the heavily male-dominated upper echelons of the BBC. Dr Wynne Jones has been appointed head of School Broadcasting, Television, following the departure of Mr John Prescott Thomas to BBC Bristol.

Dr Jones joined the BBC as a trainee in 1959 and left in 1975 to start a family. As a freelance producer and presenter she contributed to many programmes and was appointed assistant head of School Broadcasting, Radio, last year.

Mr David Hargreaves, an executive producer in continuing education, will take over from Miss Innes as head of that department. Mr Hargreaves became a production assistant in further education (subsequently continuing education) in 1966. He was later appointed deputy head of children's programmes, and returned to continuing education last year.

John Radcliffe, an executive producer in continuing education who has been in charge of the BBC Company Literacy Project, has been appointed head of the Open University Production Centre. Mr Radcliffe started with the BBC in 1961 as a current affairs producer. He has worked in the Open University Productions since 1975.

A new position, general manager, BBC Education Resources, has been given to Miss Jean Hunt. Miss Hunt will be responsible for the BBC's expanding multi-media output, including computer software and video.

Former chief HMI to be Commons adviser

by Sarah Bayliss

Mr Norman Thomas, retired chief HMI for primary education, has been appointed as an adviser to the Commons Select Committee inquiry into primary education.

Mr Thomas, who is also heading a major investigation for the Inner London Education Authority, will serve the Commons Inquiry for the next six months at least.

Proceedings begin next Tuesday with evidence from Mr Eric Bolton, Secretary of State for Education, and Senior Chief HMI, and a small team of inspectors. On July 3 the National Association of Head Teachers will appear and on July 24 Lady Plummer, Secretary of State for Education, will appear.

Recently-published textbooks, tied to the most widely used geography syllabus in British schools, are Western propaganda and "part of a subtle system of indoctrination," according to the Association for Curriculum Development in Geography.

The books foster capitalist ideology, to the exclusion of alternatives, the association says. They present value judgments on subjects such as population growth and rural poverty as facts, draw few examples from socialist countries, and fail to examine closely the role of multinational companies, or to question the existing relationships between first and third world countries.

One author also alleges that his work was altered by the three agencies overseeing publication of the books - the Overseas Development Agency, which funded them, the Schools Council, and Nelson, the publisher.

The six textbooks in question were published in the early 1980s as an extension to the Schools Council's Geography for the Young School Leaver course. The titles are *Developing Cities*, *Tourism*, *The Middle East*, *Food, Farming and Famine*, *Peru*, and *Patterns of Underdevelopment*.

Older materials connected with the project have been widely criticised as racist, and a half day session at the project's annual conference is to be given over to discussing what can be done about their use.

Union education declines

Trade union education is declining at an alarming rate, the Workers' Educational Association says this week.

In the current issue of *Trade Union Studies Journal*, the association analyses trends and concludes: "The union of the TUC education programme as a mass provision is becoming a growing reality."

A study of the latest figures - 1982-3 - showed that:

- For all trade union courses student hours have declined by 11 per cent.
- TUC day release student hours have declined by 16.7 per cent.
- TUC health and safety course student numbers have declined by 25 per cent.
- TUC introductory and follow-on numbers have fallen by 20 per cent.
- All TUC day release course student numbers have fallen by 17 per cent.

The total number of TUC courses has fallen below the 2,000 level for the first time since 1976-7.

Mr Mel Doyle, one of the editors, said: "We have identified an alarming trend, and we want to encourage debate about the subject."

The association not only fears for its own workers, but for the effect this drop would have on further education institutions which provided 80 per cent of the courses.

Under the Employment Protection Act trade union representatives are entitled to limited paid educational leave for instruction on industrial relations and health and safety at work.

Last year the Government provided £1.7m for trade union education. This year's grant has yet to be announced, although it runs from April to April.

Trade Union Studies Journal, No 9, WEA, Temple House, 9 Upper Berkeley Street, London W1H 8BY, £1.75.

New chairman

The new chairman of the Choir Schools' Association is the Rev Canon Robert Weston, head of the Cathedral School, Lincoln. He takes over from Mr Peter Hambleton, head of Westminster Cathedral Choir School.

Canon Weston, 47, read metallurgy at Manchester University before training for the Anglican ministry at Queen's Theological College, Birmingham. He joined the staff of Lincoln Cathedral School in 1965 as an assistant master, and was made head in 1975.

Geography syllabus works attacked. Hilary Wilce reports

Textbook 'propaganda'



Dawn Gill... books "support an inequitable status quo in world affairs."

But the newer textbooks are no improvement, according to Ms Dawn Gill, of the association, who, writing in the current edition of the association's journal, *Contemporary Issues in Geography and Education*, calls them "the Emperor's new clothes".

"The books lack a clear explanatory framework, and fail to provide alternative viewpoints," she writes. "The current system of power relationships - globally and nationally - is presented as natural and inevitable. The books fail to encourage critical questioning of these power relationships, thus they support an inequitable status quo in world affairs."



Two of the titles.

A closer analysis of one book, *Developing Cities*, by Mervyn Jones, attacks the book for failing to address relationships between the city and country, and between poor and wealthy countries. "Problems seem to be internal to the city... Problems may therefore seem to be of people's own making."

Mr John Simpson, a course project co-ordinator for the South West of

England, and one of the authors of *Peru*, claims that his work was circumscribed by the funding and editing process. A section on aid appeared in the book which he had never seen before publication.

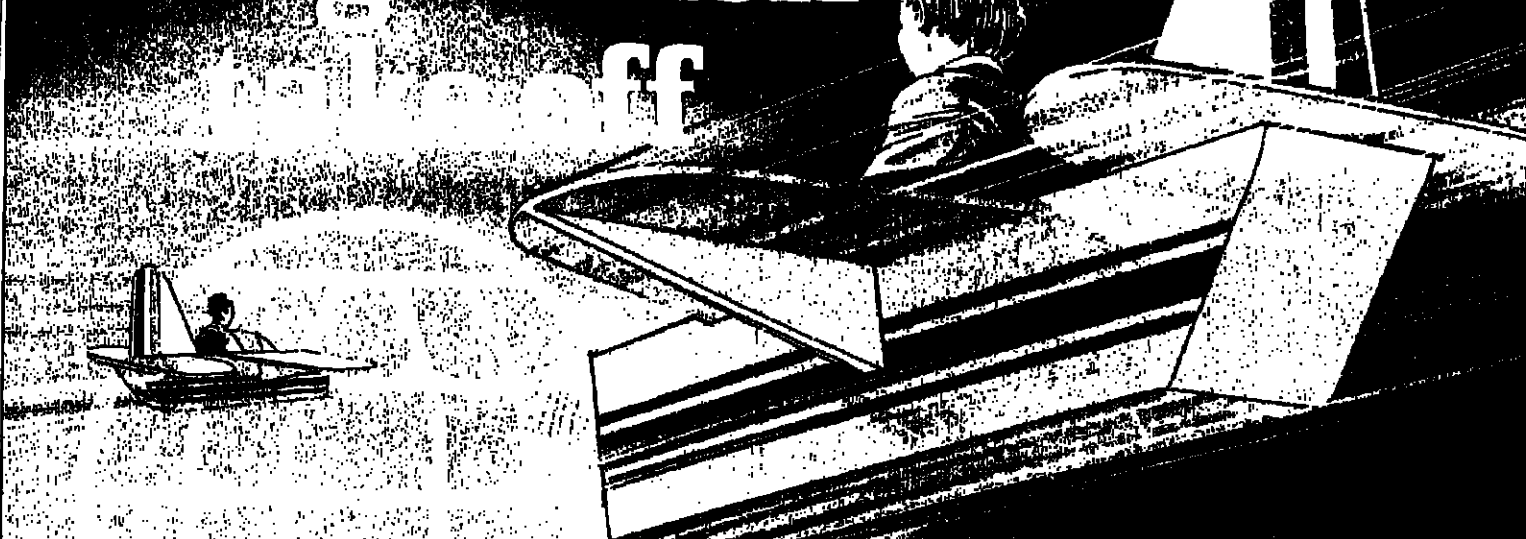
The changes the manuscript went through were subtle ones, he said. They did not amount to censorship, but to editing by committee. He was worried by how close a control government agencies and a multinational publishing company could have on curriculum development.

A spokesman for the Overseas Development Agency said that although it funded the books "content was never our concern at all". Its only contact was that ODA had been asked to suggest people to sit on the Schools Council GYST extension committee. Mr Trevor Higginbottom, project co-ordinator for the course, said he found the criticisms of the newer textbooks "interesting".

"One of the things they say is that the books don't have a neutral viewpoint - it would be quite interesting to see curriculum materials that are neutral."

Ms Pamela Bowen, of the publishers, Nelson, said she had not yet had time to read the criticism. Of the older materials she said: "Our line has always been that teachers are intelligent beings capable of using them with care, bearing in mind the date (1974) of publication."

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Why some parents never want to set foot in a classroom

by Sarah Bayliss

A national advertising campaign "selling" the idea of parental involvement in schools, is advocated in a booklet published this week.

It suggests that posters in the street and on public transport could be used to convince parents that the more they support and appreciate education at home, the more their children will benefit.

The booklet, titled "Stay-away parents - how to draw them in", concentrates on those parents who never cross the school's threshold. Erica Hallstone, the author, claims that every school has parents who never come near, and they are often the ones whom teachers particularly need to see.

In a series of interviews she discovered parents, mostly mothers, who feared and distrusted teachers and saw education as part of authority - and they communicated this feeling to their children.

The most common attitude was one of defensiveness - prevalent among one-third of parents contacted. "These parents believe that taking an interest in their children's school life is something that the school wants and the school will benefit from."

One mother, Mrs T, said she did not like going into her son Gary's school. "I feel just as I did when I was at school myself. They're so clever and they must think me so stupid - but I'm not stupid!"

She added: "As soon as my children go through those school gates I feel I lose them completely. They're not mine until they come out again."

Ms Hallstone found that children

like Gary had difficulty reconciling their two separate lives - at home and at school. In the presence of a parent and a teacher such children seemed self-conscious and even bashful.

Another mother, Mrs D, associated visiting school with making a complaint. As a child, her own mother made constant visits, complaining on her behalf, and as a result other children picked on her. Mrs D did not want her child to have the same experience.

Most of the parents interviewed were not unconcerned about their children's education; the main reasons for lack of contact with school were a feeling of inadequacy or diffidence, but also pressures of urban life and family strains. A Cypriot mother could speak no English and other parents could not get time off work or would lose pay if they did.

Ms Hallstone advises schools to use their supportive parents as ambassadors, visiting the less-active parents in their homes. At the same time, heads should be aware that some parents can frighten others off. One mother, Mrs O'D, described a parents' meeting as follows: "I was terrified I was going to have to say something. Every other mother in that room had something to say and some of them could have talked for half an hour, they were so sure of themselves."

The booklet stresses that the attitude of teachers is a key factor. In one school the gap between teachers and parents was bridged when a strike was called and, by way of explanation, a teacher visited each child's home.

"They found themselves meeting for the first time on equal terms, and they liked the experience." As a result a school association was set up. "The same result could not have occurred, however, in an area where parents were hostile to the strike action," comments Ms Hallstone.

Apart from home visiting the booklet also advocates parents' rooms in primary schools; social evenings, family clubs and social bookshops. There should also be pupil diaries, written by teachers and parents, and home assignments also involving parents.

Ms Hallstone regrets that many schools do not interview parents when children are admitted and that in some primary schools children are enrolled by their elder brother or sister.

Stay-away parents - how to draw them in is published by Home and School Council Publications and is available from the Campaign for the Advancement of State Education, 58 Winklemarsh Road, London SE3. Price: 70p including postage.

STAY-AWAY PARENTS HOW TO DRAW THEM IN

by Erica Hallstone



The booklet cover

Calculating with mother...

Parents who want to help their children with mathematics should accept and use the metric values of weight, volume and distance.

That advice comes from Mr G D Lambkin, second deputy principal of Bradbury Junior School in Hong Kong in a booklet titled *How can I help at home? A handbook for parents on junior mathematics*.

Mr Lambkin points out that many aspects of maths are part of general knowledge such as telling the time and describing the weather. Relating maths concepts to the real world is a valuable job that parents can do and he

urges them to apply maths while shopping, travelling and playing with their children.

The booklet covers practical ideas on measurement, shape, number, graphs and logic and describes how children enjoy measuring anything. Parents can also help with the valuable skill of estimating by playing guessing games.

Mr Lambkin, who previously taught in north London and in Armed Forces schools in West Germany, says the booklet was "prompted by parents' enquiries where he was asked how children could be helped at home."



Smiles from the Hayes Road children... but some parents are said to be less happy.

'Trendy' head pilloried in press

Public relations are a major part of a headteacher's job, a Devon head said ruefully last week after being pilloried in the local and national press.

"I've been called a 'softy' in *The Sun* and a 'trendy' in *The Daily Telegraph*, but I'm sure I'm neither of those things," said Mr John Ceely, head of Hayes Road primary school, Paignton.

According to a local newspaper last week, 30 children had been taken away from Hayes Road by their parents since last Easter and at least 20 had given indiscipline and lax teaching methods as their reasons.

Mr Ceely, who has been head for three years, said the school's main emphasis was on meeting the needs of individual children. "That is - very ordinary, very commonplace now in educational terms."

He was also committed to parental involvement and had set up a school

association including parents and other interested adults from the area. He had called meetings to discuss a new maths scheme and held "surgeries" for parents in the school library. Few parents had attended but none had complained.

"I know there has been ignorant gossip and I must do more to sell what we are doing. Public relations is a big part of the job."

Devon education authority said this week that most of the children had moved for "ordinary" reasons and that, excluding the reception class, 37 new children had joined the school over the same period.

Mr Ceely agreed that a handful of parents had expressed dissatisfaction last autumn and had moved schools. They had said they wanted more coaching for the 11-plus exam which still exists in the Torbay area.

Mr David Gilbert, area education officer for South Devon, said a school followed county policy on 11-plus coaching. Top juniors at the practice test followed by five hours of coaching before they sat the final papers. This policy had been introduced to prevent some primary schools doing more preparation than others.

About Hayes Road he said: "It has always been a good school and is changing very gradually. It is not out or trendy in any way."

Mrs Denise Trevisan, a parent governor, said a meeting attended by 200 parents last week had given "overwhelming" support for the head and staff. She believed that Mr Ceely's open-door policy had caused some parental anxiety but that was necessary to give up.

Year-long pay dispute results in walk-out

Nursery nurses' strike closes special schools

A strike by 200 nursery nurses in Bolton has closed two special schools for seven weeks and severely curtailed the opening hours of all nursery schools and classes.

The strike was called after the Labour-controlled Bolton education authority refused to implement a local pay deal, but it has implications for nursery nurses throughout the country.

The action has resulted from a year-long dispute between the L.E.A. and NALGO, the nursery nurses' union. And parents are now considering legal action as around 160 children with special educational needs have received no education since the strike began on May 2.

According to Ms Rosa Kay, the union's branch secretary, a review of pay and duties was carried out by local staff and officers in 1982. It found that the educational and training role of nursery nurses had grown considerably and recommended that in future they be called educational assistants.

NALGO originally claimed an increase in the maximum salary from £4,365 to £7,000; the review recommended a maximum of £4,959 to be

implemented over five years, to which NALGO agreed.

However, the education committee has persistently refused to recognize the recommendations and this week Mr David Dingwall, chairman of education, said he had not known of the review's existence until its findings were handed to him last year.

He said it had been instigated by a "third tier" officer without his committee's knowledge. The officer had now left. "It's all been unofficial."

Mr Dingwall agreed, however, that the job needed reviewing but any pay increase should be awarded at national level. He had been to London twice to put the case to negotiators dealing with NALGO's annual pay claim and the next meeting was on July 5.

Mrs Beryl Hardy, head of Greenfold special school, said that following a letter from the director of education dated October 28, 1982, her school had submitted evidence to the review and had been visited by it. Since the strike began, seven nursery nurses at Greenfold had asked NALGO unsuccessfully for exemption. Greenfold had closed because the health and safety of pupils could not be guaranteed.

Head asks police to eject union official

A headmaster has angered the Union Teachers' Union by asking police to remove one of its senior officials from his school.

The union is to protest to the North Eastern Education and Library Board about the incident at Ballycastle primary school, county Antrim, in which its assistant general secretary, Mr Ray Calvin, was ordered out of the school after a meeting with its members.

The police were called by the principal, Mr S E McIlwaine, who alleged Mr Calvin was rude and refused to leave.

Mr Calvin said he had agreed to wind up his meeting when the principal had objected to its continuing, but denied being rude or disruptive and claimed he had hardly spoken a word to Mr McIlwaine when he was at him and slammed his office door shut.

A spokesman for the board said Mr Calvin had ended the meeting when asked to do so, but then asked to speak to the principal, who refused.

"At any time when a disruptive job that his school is being disrupted by is entitled to take the action he took in this case in the interests of the children," he said.

Condemnation and welcome for Sir Keith's proposals on headteachers

Mixed response to probation plan

by Richard Garner

School governors have welcomed the radical new proposals put forward by Sir Keith Joseph, the Education Secretary, to place newly-appointed headteachers on probationary contracts.

In contrast, the proposals were condemned by teachers' organizations such as the National Association of Head Teachers and the National Union of Teachers.

But in a letter to the DES, the National Association of Governors and Managers warmly endorses Sir Keith's emphasis on ensuring that headteachers are "carefully selected, inducted, trained and systematically supported in their new duties."

In the letter Ms Felicity Taylor, chairman of NAGM, says of probation: "Although it is not a panacea, it could provide a way out of some difficult situations where a mistake has clearly been made and an encouragement to better selection and induction."



Felicity Taylor... welcomes plan.

She also welcomes Sir Keith's appreciation of the role that lay governors could play in assessing the performance of a headteacher.

However, she warns that unless procedures for selecting and training

heads are improved, fears expressed by teachers' organizations that the probationary plan could be more disruptive than constructive, "may well be realized."

On the role of lay governors Mr Taylor says that an active, well-informed and representative governing body would be capable, with the help of I.E.A. officers, of a just assessment of the school's problems and of the support available inside and outside the school and the performance of the head.

However the NAHT in its response says that headteachers could find their ability to run their schools effectively "very seriously damaged" if they are forced to undergo probationary contracts.

The NAHT says the radical proposal would add "a quite unnecessary and damaging aura of vulnerability to the detriment not only of the head but also to the school in question". It calls on Sir Keith to abandon the "ill-thought-out" plan.

It warns that headteachers may

come under political pressure resulting in their contracts not being renewed if a DES suggestion is followed that "local lay judgement" should be considered in assessing the head's performance.

The association scorns a suggestion that a failed head could be offered "help" by a local education authority to find another post at the end of the probationary contract.

"If the answer is another senior post, then the chances of a failed head obtaining such a post will be very poor indeed... This proposal, combined with the inevitable loss of salary, will inevitably cause desirable candidates to refrain from applying for headships."

The association says teachers are already unwilling to become heads because of the rewards offered, and it would be "folly to introduce a scheme which damaged even further the quality and quantity of the field of candidates for headship."

The NUT, in its response last week said the plan was "unworkable".

Drugs fear

Police and health officers in Cheshire believe that at least one school in Warrington has been infiltrated by a hard drugs pusher.

Dr Pat O'Brien, of the Warrington District Health Authority's drug team, said the problem in the town was due to its position alongside motorways, major rail routes and canals.

"There is even a suggestion that dealers are unloading the stuff from ships along lonely stretches of canal banks," he said.

Cheshire County Council have now commissioned a report on the problem. The drug advice centre set up in Warrington in April is already looking for bigger premises because of the demands on its services.

Popular degree

Applications from women for electrical engineering degree courses at Manchester Polytechnic have increased by more than 100 per cent, compared with applications last year.

The polytechnic is putting on "taster days" in electrical engineering, computing and printing technology for girls studying, or intending to study, science subjects at A level.

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Firms face onslaught to revive skills training

Ministers and top officials this week embarked on a crusade to rebuild Britain's run-down skills training system. They aim to get employers throughout industry and commerce to set up proper post-Youth Training Scheme programmes to replace the dying apprenticeship system.

The Government believes it can do what its predecessors throughout this century have failed to achieve and get employers to recognize that training is an inescapable business cost. The strategy will be to try to persuade firms to set up training programmes for their entire workforce voluntarily and to pay for them, although some form of compulsion is not ruled out as a last resort.

The opening shots in the campaign came in the form of:

- A speech to the Stock Exchange on Monday in which Mr Geoffrey Holland, director of the Manpower Services Commission (and this week a CB in the Queen's Birthday Honours List) called on the City to insist that firms in which it invests should provide proper training.

- A speech the following day by Mr Tom King, the Employment Secretary, comparing British employers' attitudes to training with those of their competitors abroad.

● The circulation to businessmen of advance summaries of a report which will show how spending on training by firms in West Germany, America, and Japan, is a key factor in their industrial success.

Mr King told a conference of YTS managing agents, many of them senior industrial executives, which met at Whitbread's London headquarters on Tuesday that the scheme had established itself as the future foundation

Edited by
Mark Jackson

for training, and drew attention to the new report and the need for employers to build on the YTS. He hammered home the connection between having a skilled workforce and industrial competitiveness.

Mr Holland told the same conference that the YTS must be seen as only the first year of a progression of training, and could not by itself be expected to provide the technical skills the country needed. The education service and the examining bodies must play their part in establishing that

progression, but the responsibility for providing the training must fall on employers who had to learn to recognize that it is an essential investment just as necessary as spending money on machinery.

He reminded the conference that the YTS was founded on the assumption that employers would contribute to its cost.

But warnings came from two senior figures in the audience that employers may not respond in the way that the Government hopes.

Mr John Pardoe, managing director of Sight and Sound, the office training company which is managing YTS programmes for thousands of youngsters, said that small employers were not prepared to bear the cost of training.

Grants may offset college cash switch

by Biddy Passmore

Local education authorities may get back in direct grants part of the money they will lose under the Government's planned switch of some college funds to the control of the Manpower Services Commission.

The grants could cover equipment, software, course development and in-service training. This small olive branch was held out to the Association of Colleges of Further & Higher Education conference at Blackpool on Friday by Mr David Hancock, permanent secretary at the Department of Education of Science.

He said it might be desirable to keep some of the money for allocation on a regional basis—for example to rationalize courses which covered small numbers of suitably qualified applicants.

Mr Hancock made it clear that the department recognized local authority worries about the effects of the switch and was pressing the MSC on two points: that courses should be available even in areas where job opportunities were not, and that colleges' ability to provide a total package of courses be safeguarded.

An apparently sensible decision to withdraw or reduce support for one course could do unintended harm to other courses, he said.

But the Government was not going to change its mind about the basic shift in funding arrangements for work-related courses set out in the White Paper *Training for Jobs*.

"There is no prospect of turning back the clock," he said. "The decision is fully within the Government's competence," a remark that led one experienced member of his audience to mutter: "We don't doubt their competence, but doubt their wisdom."

Mr Hancock repeatedly made the point that, while the basic switch of funds was not open to negotiation, many of the details were. The education service must start consulting with the MSC so that the change would be genuine improvement and avoid a local situation.

He was speaking the day after a special meeting at the MSC to discuss the plan had to be abandoned in the face of continuing local authority opposition.

Mr Hancock acknowledged that he had heard complaints about the MSC's Area Manpower Boards and said he was "amazed" that local education authorities had not come forward with their own proposals for an administrative structure.

Youth report proposal faces rejection

Minister cool on political education

by Frank Booton

The Government is likely to reject the Thompson report's recommendation that young people should be encouraged to become actively involved in political and community affairs.

This will mean challenging, or ignoring, the central thesis of the report—that social and political education should be the main priority in youth work.

Mr Peter Brooke, an education junior minister, told a conference of senior youth service staff last weekend that political education for young people remains a sensitive issue and refused to discuss it. He left the delegates convinced that the Government will turn down the recommendations in its forthcoming response to the report, which was produced more than 18 months ago by a DES-appointed committee.

Mr Brooke conceded that the long delay in publishing the response to some MPs' expectations it would be released next Wednesday was making the Government's credibility "wear a little thin". He refused to comment on a TES report that the Government would also reject the main proposal for action in the report, that a basic level of youth service

provision should be made mandatory on local authorities.

"It all comes down to efficient training and effective management when faced with how to achieve the maximum effect in terms of service to young people from within existing resources," he said.

The conference, held at the National Youth Bureau in Leicester, was to discuss European youth work.

Mr Brooke agreed with Mr Paul Head, of the British Youth Council, that the embarrassingly low poll in the European parliamentary elections, taken with the low turnout of young voters at the last General Election, pointed to a prospectively dangerous political apathy.

He said he feared that the European idea would "wind down" if it was not renewed by succeeding generations, but questioned the view that lack of interest was due to current economic conditions and it was not necessarily the job of the Government to devise a solution.

He hinted that the European youth ministers might discuss the matter when they meet next year.

Careers Diary

by Brian Heap

Teachers and advisers, although they have a wealth of detail to digest, still need to consult a directory of entry to higher education. One such is the *European Directory of Higher Education*, published by the European Council of Ministers of Education (ECME). The ECME is an independent non-profit-making organization serving the interests of some 20 countries in Europe and a similar body in other parts of the world.

Research funds system sliding into the jungle

UNITED STATES

Peter David on the allocation of government cash

A bitter quarrel between major American universities is threatening the survival of the peer review system—the time-honoured practice of distributing government research funds on the basis of their scientific merit rather than the political influence of individual higher education institutions.

Dr Robert Rosenzweig, president of the Association of American Universities, claimed last week that several prominent universities have started to twist the arms of their friends in

Congress to obtain government money for research projects that have not been reviewed by the scientific community.

The most recent and controversial case centres on Georgetown University, a private Catholic institution in a fashionable residential area of Washington. The AAU says Georgetown has used its location to cultivate key members of Congress and pass legislation granting the university "special treatment".

Its latest transgression, according to the association, is to have asked Congress to vote money for a \$160m (£114m) project to generate electricity with fuel cells. Dr Rosenzweig says the project has not been assessed by

independent scientists and, if approved, would lead to a "law of the jungle" in university funding.

The traditional method of obtaining government research money in American universities is to submit a proposal to the relevant government department, where its merits are weighed by outside experts against proposals submitted by other institutions. This system of peer review, the National Academy of Sciences said recently, was essential to ensure that only the best research was supported by public funds.

Georgetown's case is by no means unique. Last year the scientific community expressed similar outrage when two prominent universities, Catholic University in Washington and Columbia University in New York, hired a Washington-based lobbying firm, Schlossberg-Cassidy and Associates, to talk Congress into earmarking money for special projects at their campuses.

Neither project had been included in the research budget of the energy department, but both were inserted by Congress after key committee chairmen came under intense pressure to do so. Catholic University for example, persuaded leading bishops from cities around the United States to make personal appeals to Congressmen they believed they could influence.

Although last year's "raid" by Catholic and Columbia was roundly condemned by most of Washington's higher education associations, the two universities returned to the Capitol this year to seek a second instalment for the two projects. Once again, the House of Representatives voted the money.

Amid a general shortage of funds for buildings and equipment, American universities which see a chance to use their political influence to advantage appear undaunted by Dr Rosenzweig's warning that they are asking for educational funding to be determined by the "law of the jungle".



St George's... problems in keeping up with UK practice

'Private' inspection shows up problems of distance

St George's School, in Rome, is a well resourced school with good academic results, and relations between pupils and staff leave a very positive impression of a harmonious international community, according to Her Majesty's Inspectors.

However, being so far from Britain, the school has problems in keeping up with the best of current practice, the Inspectors say, and attention needs to be paid to curriculum planning, the management structure of the school, assessment procedures and primary-secondary liaison.

St George's is one of the first international schools to be inspected under a private contractual arrangement made between COBISCE, the Council of British Independent Schools in the European Communities, and HMI, under which the European schools pay for inspection services.

The Inspectors point out that the size of the team was limited by what the school could afford and smaller than it would have been for the full inspection of a similar school in England.

The school has more than 800 pupils, about a quarter of whom are Italian and a quarter British. The other half of the pupil body is drawn from 62 nationalities. It has a high annual turnover of pupils, because of the shifting nature of the international community, and pupils come from all over

Rome, restricting most extra-curricular activities to the lunch hour.

The school has both a primary and a secondary section, but much more highly developed arrangements for liaison are essential, the Inspectors say. This is particularly needed in relation to the curriculum so that the experiences of pupils in the primary section can be built on when they transfer.

The Inspectors also suggest improved school management, with regular meetings of the school management team and oversight of curriculum and pastoral care covered at the deputy head level.

Standards in the primary school vary between classes, but overall the pupils are interested in the work and keen to learn. The teaching given to children who need special help in English is of a particularly high quality.

At secondary level the Inspectors found a lack of agreed and shared curriculum policies between the different departments. However, they noted the high level of GCSE O level results, with 53 per cent and 60 per cent of all 1981 year pupils obtaining five or more O levels or CSE grade 1 in 1982 and 1983 respectively.

GCSE A level results are also good, with a pass rate of 80.8 per cent and 73.9 per cent in 1982 or 1983, although the Inspectors felt the number of higher grade passes was disappointing in light of the grades obtained at O level.



Hunt and peck... wrong

Typing the key to computer jobs

by Carolyn O'Grady

Typing skills could be more important than computing for most school-leavers, according to a report by a university research fellow.

Firms will soon only be offering computer jobs to applicants who can demonstrate typing skills, says the report, *Job Skills in the Computer Age* by Ann Glynn-Jones of Exeter University.

Many of the 145 firms interviewed for the report said: "I wish the schools would teach them typing, instead of computing."

The teaching of computer studies was criticized by almost all the bosses, who employ staff to use computers or produce hardware or software.

Miss Glynn-Jones concludes that the courses are almost always out of date because of the time-lag in setting them up and the fantastic rate of change in the technology.



Touch typing... right

Typing skills are vital for the school-leaver, she says, because there is an immediate prospect of the practical application of computers able to recognize handwriting or to speak using a wide vocabulary.

Schoolchildren should be introduced to correct typing with 10 fingers as soon as their hands are large enough, she says. Speed is irrelevant. The speed of operation of a computer makes the difference between a 40-words-a-minute typist and one who can do 70 insignificant, she says.

"But the ability to type accurately without watching one's fingers—is to touch type—is considered vital as the eyes are needed elsewhere, watching the screen or watching the data being copied. Hunt and peck will not do."

Experience of word processors would be needed by both sexes well

beyond secretarial and related jobs. Miss Glynn-Jones says. It will be needed by most people who originate or process written material. "The use of a typing package on the computer," she says, "kills two birds with one stone, teaching correct fingering of the same time as introducing pupils to a word processor. To teach word processing without touch-typing, as some courses are doing, is really putting the cart before the horse."

Miss Glynn-Jones advises would-be computer science specialists not to do computer studies but to follow traditional disciplines and add computing later on during higher education.

Job Skills in the Computer Age, Devon County Council and the University of Exeter, £1.20.

Announcements

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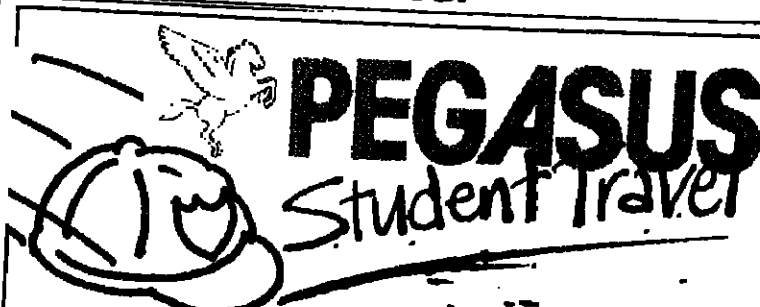
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Making the rest of the family feel at home

WEST GERMANY

Paul Bendelow on measures taken by West Berlin to cope with a flood of East German immigrants

A concerted effort is being made among West Germany's education and employment authorities to ease the integration into school and working life of an exceptional influx of East German immigrants.

In the first four months of this year, an estimated 25,000 immigrants from the German Democratic Republic arrived in West Germany, about a quarter of whom are under the age of 18.

West Berlin alone had received around 900 school-age children by the end of April, prompting the city's education senator, Dr Hanna-Renate Laurin, to draw attention to the difficulties facing this group. In a letter to regional education ministers in the Federal Republic, she appealed for unbureaucratic solutions to problems arising, including special grants enabling pupils to acquire school-leaving certificates.

One obstacle to be overcome is that the first compulsory foreign language taught in East Germany is Russian, whereas in West Germany it is usually English. To help remove this qualification barrier, the West German state of Lower Saxony plans to introduce new regulations allowing younger secondary school pupils to catch up in English and older students to continue with Russian to exam level, as an accepted part of their school-leaving qualifications.

The proposal has been discussed by the Standing Conference of Federal Education Ministers, which is likely to produce a ruling along similar lines valid for all the federal states at its next session this month. Later meetings will focus on other problems affecting East German immigrants as they arrive. "We can't leave these pupils to cope on their own," said Lower Saxony's education minister, Herr Georg-Berndt Oeschke. "Everything must be done to give them as good a start as possible."

The East Germans already have the advantage over non-German immigrants of sharing the same mother tongue and having generally seen something of West German life through television. There is also widespread willingness to help on the part of West Germans which has been demonstrated in recent weeks by

numerous offers from the public of accommodation and work for East German immigrants.

But their levels of education and training still have to be officially recognized, before they can proceed with their new lives. Though this can normally be done by local education and employment authorities, the incongruence of the systems in the two Germanys can cause delays.

Difficulties in establishing equivalent qualifications are dealt with by the Pedagogic Centre in West Berlin, which has been working overtime to cope with the recent flood of problematic cases. "It's hectic," said a spokeswoman, "we've a backlog of eight to ten weeks' work, but it's rare that we can't establish any sort of equivalent qualification."

The area of greatest discrepancy, according to the Federal Labour Office in Nuremberg, is skilled trades in which the requirement for high-technology training is greater in West Germany than in the GDR -

trades such as motor mechanics, painting, electronics and data-processing.

Individual careers guidance is a key to tackling the problem, according to Berlin's chief education officer, Herr Herbert Bath. Although the number of exit visas granted by the GDR rose dramatically in the first four months of the year, and although exceptionally, these immigrants are mostly young, the problem is not mass unemployment. "We're not dealing with mass unemployment," Herr Bath said. "Rather with the problems of many individuals, and we're tackling them unbureaucratically as possible."

One group of East German immigrants is particularly disadvantaged: teachers. More than 50 East German teachers have moved to West Berlin alone since the beginning of the year. They are faced with retraining to qualify as teachers in West Germany, with diminishing employment prospects at the end.



D-Day... a media event

D-Day passed quietly in West Germany's schools, although there was extensive television coverage of the Normandy commemorations. A spokesman for the History Teachers' Association said that any talk about the subject would tend to emphasize the defeat of Nazism, and therefore the liberation of the country.

Teachers would be likely to use the standard school history books, which treat the invasion extensively, in pictures and text, he said. A grammar school history teacher said that schools' treatment of the Second World War tended to focus on the moral, political and economic aspects, not the military history. The period would normally be covered in the third year, then repeated in the sixth-form. In North Rhine-Westphalia, for instance, National Socialism is one of the six compulsory topics which must be taught in history lessons.

There has in fact been such an extensive coverage of the Nazi era in schools since the late 1970s that teachers say it is difficult to get pupils interested in the period. They now feel "they've done it and know it all". The whole subject, and particularly the persecution of the Jews, has been examined very intensively - "almost to excess", according to one teacher. Another said that he had never, in his 12 years of history teaching, had any pupils who had identified with Germans, or Germany, at that period. "There's a remarkable lack of national feeling among the younger generation," he said, "and looking back is not particularly interesting for most of them."

Check on 'displaced' Tamils

The fate of around 1,400 Tamil teachers who were "displaced" by last summer's ethnic violence still remains unsettled.

An official committee, applying a Ministry of Education formula for placing these teachers, has found that only 421 teachers are "eligible" for transfer to other schools. Of these, 300 teachers who taught in the plantation areas have been posted to other schools.

But the Ceylon Workers' Congress, the trade union representing persons of Indian origin, has protested that the transfers would harm schools which are already disadvantaged.

Another complication is that the Education Ministry is reported to consider that most of the transfer applications are not genuine. Most of the 421 teachers who were originally considered eligible for transfer are now said to be ineligible on the basis of re-checked police reports which suggest that their displacement claims are not authentic.

The Ministry is reported to be now making a further check.

Boost for English with opening of Tokyo school

English language teaching in Japan is to be boosted dramatically, following an agreement between the British Council and the University of Cambridge Local Examinations Syndicate on the opening of a new language school in Tokyo and an expansion of an existing teaching centre in Kyoto.

Together they should be catering for 5,000 students within two years. The agreement follows a market survey commissioned by UCLES and carried out by the British Council, which showed a vast untapped market in the country. Mr John Reddaway, secretary of the UCLES, said: "There is a great deal of American English taught in Japan, but not much English."

The syndicate had a longstanding background in examining in English as a foreign language, and had 100,000 candidates in 60 countries overseas. Mr Reddaway said, but its qualifications were based on communicative skills, which meant a need for on-the-spot tests and interviews.

Collaboration between UCLES and the British Council in setting up teaching centres, began earlier this year with a new institute in Kuala Lumpur, where the need for English

teaching in Malaysia has grown following the takeover of Malay as the main school language.

Sir John Burgh, director-general of the British Council, said that the centre of expansion in Japan were unlikely to be covered for three or four years. UCLES was contributing towards the capital and running costs, he said, but no figure could be put on that.

Hilary Wilce

Travel

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Personal touch in art and design

Sir - I was both disappointed and moved to antagonism by the general tone of the Art and Design article "Creativity at arm's length" (TES, Extra, June 1).

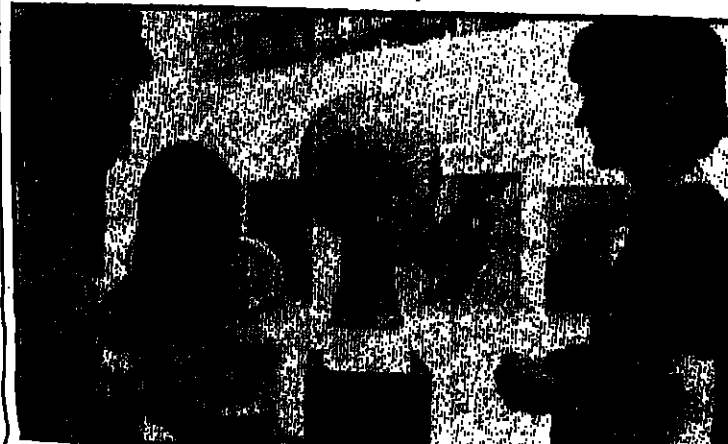
The art colleges apparently castigate all A level art courses as lacking "personal" inquiry. I would like the opportunity to point out that while criticism has been levelled at examination boards concerning their assessment criteria, the process remains an objective exercise. The personal development of each student is therefore not available to outside agencies for consideration and the A level itself is measuring, or attempting to measure, only one part of the student's course. Departments running art and design A level courses are not simply delivery systems for GCE examinations.

A level art courses fulfil two functions within schools. They provide a comparable level of study that is broadly relevant to most, if not all, sixth-form students. They are also, in part, preparation for the creative process principally provided by colleges of art.

Susan Thomas's article was a collection of criticism focused on schools without a hint of the dissatisfaction and disillusionment felt by some students making the transition from school to college. Over the past 10 years I have guided hundreds of visually aware school children around the annual art college shows looking for the "diagnostic" and the "personal", often to discover in the comments of 17-year-olds that eclecticism rather than self-discovery is the staple diet.

It is palpably untrue and unfounded to accuse colleagues, working on those attitudes and skills that will, at best, be strengthened by the art college experience, of "dulling" creativity; as if the term had specific definition and college lecturers were sole arbiters of its relative merits.

TOM DAVIES
Head of Art
Leyton Senior High for Girls
Leytonstone E11



Maximum point

Sir - As one of the four representatives of the National Association of Schoolmasters/Union of Women Teachers on the Birmingham working party currently striving for a necessary and fundamental restructuring of teachers' "Pymouth Talks" (TES, June 8) and am moved to write in order to correct one major flaw.

Obviously, I do have the benefit of having been present, whereas The TES seems to have suffered from the "Seven and fourpence" syndrome by relying upon the Plymouth-London telephone link.

The point which concerns me is at the end of the article. Here it is stated that there was broad agreement on the level of the maximum of the main professional grade (MPG). This was stated to be at the top of the existing scale three.

There was no such agreement. Indeed, when pressed by the teachers' side to name a figure which employers would put to the top of the MPG assuming they got all the concessions for which they were looking, the employers' response of "top of scale

three at existing prices" was immediately and firmly rebutted by NAS/ UWT General Secretary Fred Smithies. If that were the limit to which management would go "we might as well pack our bags and go home now".

Please do not regard this letter as simply carping about one small point in an otherwise blameless article. As far as NAS/UWT is concerned, the level of the maximum of the MPG is the central element of the talks. It is against this level that the whole package will be judged.

It is important not just in salary terms but also in whereabout it lies in comparison with the present hierarchical structure which we in NAS/ UWT wish to see abolished in favour of a structure that genuinely reflects the real nature of teaching. The level named by the management and quoted in The TES as being agreed does not meet either our salary or structural aspirations.

JOE BOONE
Senior Vice-President
NAS/UWT
8 Cromdale Avenue
Heaton
Bolton

Redundant race

Sir - I owe so much to previous support by my friend and colleague Nicolas Water, that I am sorry to see in his review of my book *The Religion of the Machine Age* (TES, May 25) that he finds it outdated.

His society yet caught up with his and my view on rational humanism? Quite, the contrary I would say. It is true that the first chapter of my book, written in 1922, is still extant as not begun until the 1970s when it seemed to me that while some of my prophecies were coming true, political and others were insufficiently aware of their consequences. I do not find in his review, or any that I have seen, any answers to the problems my book raises.

The recipe is still the same, use the intelligence, (that thinks faster than the human intellect) to render the human race redundant, ignores the effects of automation on industrialism on

the natural world and the economic world crisis. No doubt money is good, but not the worship of Mammon. Machines are good if not idolized and used as the basis of the social system.

Nor did I write of good women and bad men. The almost universal age-long subjugation of women is a fact of history. A fact with which both men and women must come to terms. Women of the present generation are embarked upon the hardest struggle ever faced by their sex. It is not a matter of equal pay and opportunity. They are demanding their biological rights as equal partners with the male sex in the creation of human beings - their rightful share in the purpose and destiny of those human beings born, and of the species to which man and woman belong.

I had hoped that Nicolas Water would see this and be on our side. DORA RUSSELL
Carn Voe
Porthcouth
Penzance
Cornwall

LETTERS

Worth a degree

Sir - Mr Bernard Denvir's "Degrees of Folly" (TES, Extra, June 1), while amusing and so studded with statistics as to seem demonstrably true, gave a misleading gloss on art and design education and its examination processes.

Art and design, having been seized upon by government as exercising a crucial influence on the saleability of products in the 1930s, were examined from London right up until the advent of the Diploma in Art and Design in 1963. The consequence was not only to distort British art and design education to fit what was readily examinable, but to cut off students in these disciplines from a pattern of awards common to all other areas. I have yet to hear anybody argue that art and design schools of today are any more effective than their forerunners.

Equally, few would dispute that it is the exercise of responsibility for course design, standards and assessment that has brought about that improvement. With local responsibility comes variety, but it is the case that excesses of fashion which swayed all disciplines in the 1960s have largely long passed away from art and design too, there is little fundamental difference between courses in various parts of the country and most Fine Art consists of painting, sculpture and printmaking. Since they have been with us since the Renaissance at least, there is a fair body of precedent against which to judge their quality.

And surely it was simply British snobbery about practical work - a sneer at all who get their hands dirty - that perpetuated the view that art and design students only merited diplomas? That reached the height of fatuity with the DipAD: what did "degree-equivalent diplomas" mean? To bring art and design into the mainstream of higher education by awarding straight-forward honours degrees and having them overseen by the Council for National Academic Awards, now simply looks like a piece of good housekeeping, as well as remedying an injustice which had been done to generations of art and design students.

A typical, high-quality foundation course will receive four or five times as many applications from academically qualified young people as it has study places to offer. This year there are more than 12,500 applicants for the 5,500 or so degree places in art and design. Colleges cannot fail to select high achievers from so refined a pool as that. Compare the degree classifications of art and design students with those at an elite university, Mr Denvir, not with a local technical college. The art and design disciplines award between 35 per cent and 50 per cent firsts and upper seconds combined; so do the universities.

Mr Denvir's implication that there is something to be ashamed of in the growth of art and design education - either the quality judgment on so many must be wrong or we're entering a new golden age - is surely flawed on two counts. First, he apparently assumes that all who study art and design do so for directly vocational reasons; clearly, like students in all other disciplines, they do not.

Secondly, the statistics show that it is tertiary education generally which has become more popular and therefore larger, not that art and design courses have been especially favoured. Students on advanced courses in art and design constituted 2.98 per cent of all advanced students in 1979 as compared with 2.42 per cent in 1966, a slight enough reflection of all the sound and fury of reforms stemming from the Coldstream and Summerson reports one would have thought. Art and design students on non-advanced courses actually declined as a proportion of the whole over the same period, from 4.21 per cent to 3.7 per cent. The post 1980 figures he mentions are the consequences of the "bulge" which, as every primary and secondary teacher will affirm, will shortly be going as swiftly as it came.

DAVID HERLOCK
Hon Secretary
Conference for Higher Education in Art and Design
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Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend letters.

Courses



Post-Plowden twaddle harms primary staff

Sir - The reactions to Eric Bolton's gentle questioning of the mother hen ethic in primary schools (*TES*, May 18) were predictable, though nobody said the bit about knowledge being a "seamless robe".

Mr Dixon (*TES*, Letters June 1) "believes" quite a lot of nice things, even though the evidence suggests that many children (especially the most able) are underchallenged and under-achieving.

The fact is that some teachers are more effective (in the sense that children actually learn what the teacher intends), and more efficient (in the sense that there is minimal wear and tear in the teaching/learning situation), than some others in teaching some things to some pupils. If some teachers are better than

others at teaching mathematics or art, then why shouldn't more children be given access to the best that is available. And what would Mr Dixon propose to do about those children who are stuck for a year with a teacher who is pretty hopeless at nearly everything?

Mr Deeks (*TES*, Letters June 1) tells us that primary specialists teach children, not subjects. Nonsense of course. Since it assumes a very narrow view of what a "subject" actually is. A "subject" is simply an "intended outcome" of the learning/teaching process.

Surely teachers must have some idea of what it is they intend children should learn, and if they intend that children should learn "something", then that something is the "subject" - whether it

be tying shoelaces, quadratic equations, or "being responsible".

To suggest that one can "teach children" without teaching them "something" is a logical absurdity, and typical of the patronizing post-Plowden twaddle which I suspect many HMs are now challenging and which has done so much to tarnish the image and depress the status of hardworking primary teachers.

After all, implicit in the idea that we should teach children "not something" is the suggestion that we should teach them nothing, and who will respect teachers for doing that?

CHARLES FRISBY
Headteacher
Manor Park Junior School
Coventry

register-marking sort to teach science full-time (which I rarely do) that I did an extremely heavy week by being constantly "giving forth" and not having those blessed short periods of calm enjoyed by the class teacher.

I have led secondary science departments and now exercise leadership in science at the primary level, and one's influence is spread in quite different ways in the two situations. I suspect that even the Senior Chief HMI interprets the survey statistics on the presence of specialists in primary/middle schools in rather crude terms which do not do justice to the needs of the full primary population.

R A L HINTON
10 Jetcott Avenue
Loughborough
Leicester

Non-subject

Sir - Mr Heater (*TES*, June 8) argues vigorously against the conclusions of *Peace Studies, a Critical Survey*, in which Baroness Cox and I drew attention to the danger which this subject presents for educational practice. He thinks that our case against the subject is that it has no place in the school curriculum, and that it is taught in a biased way.

In fact, our principal argument is that there is no such subject, and that it has no place in any curriculum. We were concerned to point out, not that it is taught in a biased way, but that, in an important sense, it cannot be taught. Hence what passes for teaching in this subject is likely to be something else: in particular it is likely to be political propaganda.

I freely admit that we do not provide the "constructive, responsible leadership" for which Mr Heater calls. But we wrote as academics, and believe that it is not for us to begin a "mass movement" in opposition to the movement which CND has been trying so assiduously to foster both inside and outside the classroom.

ROGER SCRUTON
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Malet Street
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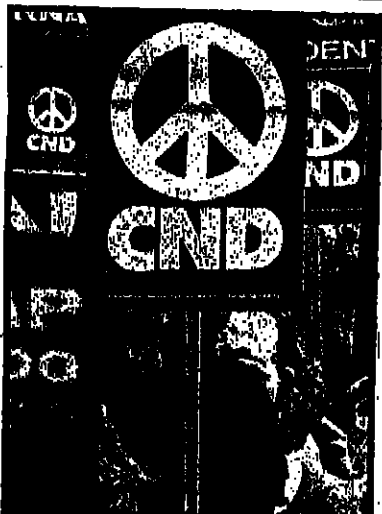
Expansion

Sir - In Nick Wood's report on *Peace Through Education* (*TES*, May 25) he asserts that activities of the Council for Education in World Citizenship have been curtailed due to "a lean spell" in the 1970s.

The truth is that for its entire existence, CEWC has worked on a shoestring, but far from its activities having been reduced, they have greatly expanded, as the content and size of our annual reports have clearly demonstrated.

It was in the 1970s that we introduced our *World Studies Resource Guide* and our very popular current affairs *Broadsheet*, as well as annual month-long exhibitions. This year alone we organized two exhibitions at the House of Commons, and another on education for interdependence at London University. Also, an award-winning ceremony for a new project on

While it is true that our "paid" staff



CND... classroom campaign

have been reduced, we have recruited some 15 active honorary representatives who are organizing activities all over the UK, and the size and cost of our premises have considerably increased with the establishment (also in the 1970s) of an extensive resource centre.

The fact that membership has doubled during the past 10 years is proof that we are providing a service valued and needed by an increasing number of schools, colleges and local education authorities.

MARGARET QUASS
Director
CEWC
19/21 Tudor Street
London EC4

Peace and choice

Sir - What worries me most about Cox and Scruton's methods of inquiry into peace studies (*TES*, June 8) is that anyone should give them credence. I wonder whether the illogicalities of a nuclear defence can be supported only by the type of medieval polemic they advocate. They are guilty of distortion, omission, and manipulation of the facts.

Cox and Scruton are unwilling to see that there is a debate on the best road to nuclear disarmament. I wonder why. They omit the British Atlantic Committee's syllabus on Peace and Conflict Studies which advocates a professional approach to introducing the controversial issues of peace and

Brent inquiry

Sir - I am interested in your editorial and article regarding the independent inquiry into standards in Brent secondary schools (June 8).

I used to think that Max Morris had pertinent things to say about education, but having read his recent remarks I will have to revise that view. Let me put one question to Max Morris and, in fact, to the leadership of teachers in Brent. The question is: why is it that you are so frightened of independent people coming into your schools to see what is happening?

I don't believe that the classroom teacher in Brent is afraid of an inquiry. I happen to have the faith. I have always said this, that it will be that Brent teachers are doing a good job.

Max Morris says: "This is the first piece of educational research which is investigating school standards without the researchers entering a school." The only reason that this has not entered a school is because the leadership of Brent Teachers' Association has instructed all headteachers to refuse to cooperate.

Can I quickly scotch one idea that is totally false. In no way was this inquiry part of a deal with Ambrose Hill to try and keep her as a Labour member. In fact, Mrs Hill has been opposed to this inquiry from the very start. She wanted her own parents' association to carry out its own inquiry into these schools.

In fact, the inquiry came about as part of a package of measures which was agreed by the Labour group to ensure that there was no need for school closures. This package of measures included reduction of a sum of entry to 25, creation of small community schools, reducing intakes to large schools in the north of the borough, and the inquiry which had the point of trying to shift the debate in Brent education away from the sterile issue of number of schools and towards the much more important issue of quality of education.

A recent public consultation meeting heard parents say almost unanimously that they want their children to go to small local schools, they do not want any school closures and they do want a real debate in the borough about the quality of education.

The Labour group is committed to looking seriously at an improvement in the quality of education. And if that means that we will instruct headteachers to allow the inquiry to enter schools so be it.

If the representative leaders of teachers in Brent prevent the inquiry from doing a proper job then they must be taken on and the rights of the education authority must be paramount.

RON ANDERSON
Labour Spokesperson on Education
and former Chair of Brent Education Committee
Brent Town Hall
Forty Lane
Wembley
Middlesex

Disarmament into the classroom. The BAC's teaching notes include arguments for deterrence.

Teachers for Peace is concerned that young people have access to the arguments for unilateral nuclear disarmament for unilateral nuclear disarmament. As professional teachers, we must endorse the teaching methods outlined by the Nottingham Education Committee's Curriculum for Peace Education and quoted in the BAC's syllabus. The lessons encourage learning by... the pupils... not based on the idea that the teacher can teach the right idea to give the solution... each pupil will have opinions and ideas which will be worthy of analysis and discussion.

Issues of peace and disarmament will come up in the "serious" subjects of philosophy, logic, military strategy, economics and politics. Our concern is that young people realize that there is a choice. No amount of academic discussion can disguise that. Cox and Scruton omit the "serious" subject of science. Science is not an absolute outside the social system. And indeed the "serious" subjects of Cox and Scruton are not outside the social system either.

Teachers for Peace is not opposed to nuclear weapons and looks for disarmament initiatives East and West.

HILARY LIPKIN
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CHARIOTS OF FURORE

Eric Midwinter questions the way schools unthinkingly mimic the worst aspects of the Olympic Games



Our grammar school had houses - Egerton, Ashtown, Stanley and de Massey - which were named after the nearby nobility, past and present. It gave a rather spurious air of antiquity and feudal respectability to an establishment then celebrating its seventh birthday. Come sports day, the Egertonians were assembled before their housemaster whose task, as he saw it, was to enlist us all for at least one of the painful and barbarous events. He subscribed to the either/or school of recruiting officers. He obviously believed in something like P G Wodehouse's dictum that the world is divided into those who black up their faces and adopt the role of a Kentucky minstrel, and those who don't. As each adherent to the Egertonian cause dragged himself unwillingly before his stern mentor, a dialogue ensued along the following lines:

"Ah, Bloggs, hundred yards, two-twenty, one-hundred yards hurdles?"
"Oh, no, sir, I'm not much of a sprinter."
"Very well then, middle distance" - ticking vigorously at the roster as he spoke - "four-forty, half mile and mile. Thank you, Bloggs. Next." It was a comprehensive gesture. We all know about Morton's Fork, having been told in third-year history about the Tudor chancellor's gentleness in taxing both rich-looking gentry, because they were self-evidently affluent, and the impoverished appearance, because they had obviously saved up a lot. Here was the Morton principle applied to our sporting arena. For, annually, we held our miniature Olympics, with a smattering of white shorts, blackboards for the important visitors, a rake for the sand-pit, some primitive public address apparatus, and that rather deadly-looking matras bloke keeping the tally.

I understand and suppose that, so strong are the conservatismist proclivities in schools, that this heady 1930s festival still marks the school calendar with its budding plimoli and its wildest breath, although it is difficult to observe what relation to, or effect upon the physical education of the nation's youth such ceremonies enjoy.

What concerns me is whether such activities, either at school or inter-school level, as in district or county athletics meetings, obstruct any rational attempt by teachers to examine the Olympic

Games with any degree of objectivity. Palpably, there is an enormously strong case for Great Britain withdrawing from the Olympic Games - in fact, it is rightly questionable whether we should have become mixed up in them in the first place. The initial and rather shambolic games of the modern dispensation in 1896 was marred by the anger of defeated Greeks, the interminable squabbles of the Americans and the overbearing attitude of the Germans - and that was with not much more than a hundred competitors all told. We should have had the maturity to see the red light then, and not waited for the introduction of flag-raising and national anthems at the medal distribution, let alone what Hitler tried to do with the 1936 games... or the scores slaughtered in the Square of the Three Cultures as a prelude to the Mexico City games... or the murder of Israeli athletes at Munich... or the testy attempt to wreck the Moscow games to slap Russia's wrist for sticking its feet into Afghanistan's business.

Now the Russians and their comrades are boycotting Los Angeles, partly, one supposes, as a diplomatic tit-for-tat; partly, one must believe, because of the grotesque commercialism of the occasion; and partly, according to Chris Brasher and other sane sources, the East Europeans are genuinely scared of the likely violent eruption of anti-Soviet hysteria. The security precautions at Los Angeles are alarming rather than reassuring. What with the eighty helicopters, the several hundred sub-machine guns, something like 50,000 private and public security officers of various brands, and the recent FBI demonstration of how to use 50 special marksmen would deal with terrorists by "surgical shooting" - would you leave your samovar in dear old Rostov and travel all that way for a 10-second sprint or a handful of shot puts in a situation where all that hardware and personnel was deemed necessary to ensure your returned safe and sound to your samovar in dear old Rostov?

It really is, on reflection, darkly laughable that anything as basically trivial as jumping or running could have become so interwoven with such extraordinary terrors. This is not a case of bravely falling short of an ideal: it is a matter of the ideal being completely reversed. Although, at the numerically tiny level of the personal engagement of competitors, there may well be the degree of friendliness, it can scarcely be denied that, far

from a bringing together of the peoples of the world, the Olympic Games is, ostensibly and extravagantly, a costly opportunity to express all that national nastiness and corruption before a huge, worldwide television audience. Its very basis - that of national teams, - leading to Zola Budd having to negotiate the high jump of a citizenship change, before running a few hundred metres, and all the questionable parade of national medals' league tables - is disastrous. In actual practice, it has, time after time, proved politically pernicious.

The ancient Greeks stopped their games when signs of such decadence and wickedness appeared. We talk often of Great Britain taking, in these days of its being a second-rate power, a moral and civilized lead akin to that of Athens. Here's a chance to do so now. We should leave the Olympic Games, not on that or this political issue, but, quite simply, because we cannot sensibly involve ourselves in a fundamentally trivial venture which others dress in such grim solemnity.

Teachers may agree or otherwise with that stark belief. What troubles me is whether it is a viewpoint that gets an airing, and whether the Olympics is gazed upon as an issue as opposed to a fact. Each Olympiad I had become used to the classrooms of the land being festooned with pictures and writings of derring-do and dislocated records. It all seemed very logical. The Olympic Games, in press and on screen, was making an immediate and striking impact on the children's lives; we are all heartily in favour of child-centred education; ergo, we do a project on the Olympic Games, with the colour supplements mutilated by the busy scissors of a hundred thousand juniors.

There is considerable debate about political education, and about peace studies or left-wing propaganda being too partial by far. There is, however, a series of other happenings which, quite unconsciously, are accepted and treated in an unquestioning manner which, from another standpoint, is just as subjective. When the monarch is crowned or the princess wedded, there are not too many signs of the republican position being examined and a critique of the royalist position proffered; merely, you understand, in the interests of objectivity.

I fear it could be the same with the Olympics - for here there is a possible additional stress. It's

rather like the parallel of religion. It is not always easy to put an agnostic or atheist view forward in circumstances where, legally, a daily act of collective worship and a weekly lesson of RE is the norm. Not impossible; but not easy: when the school itself or other parts of the school is engaged in a not dissimilar activity, when that activity is gloried and valued, then it is difficult to mount a sensible and controlled consideration.

The existence of the school sports, and the district sports, and the county sports, and the national sports may, then, be a barrier to a reappraisal in schools of the Olympics. One may find oneself trenching on another's preserves. For it would soon become evident to the sports enthusiasts (even to those few on a par with that notorious games-teacher, the Bobby Charlton *manque* of the book and film *Kes*) that questions of this kind might be asked at all levels. And if it occurs to them, it might conceivably occur to the latter-day Bloggs. Such questioning might bring comfort to an enemy, for son of Bloggs, reluctant to hurl a javelin into the stratosphere or himself into a sand-pit, would be only too appreciative of some philosophic justification for his athletic diffidence.

For it has to be said that some of the tawdry and distressing features of the unpleasant competitiveness of the Olympic Games are, naturally and by imitation, reflected down and down to the lower reaches of athletics meetings, even into school level. Enjoying yourself and improving your health - the sole reasons for amateur sport - have been, not always but often enough, menaced by false evaluations of excellence and nobility and loyalty, just as, in the Paris Olympics, Eric Liddell was quite calmly and seriously asked to put his king before his God. At least the old chief of the Egerton clan created a jokey atmosphere by swamping the oversolemnity of the hour with a Falstaff's army of ill-letted. We towered the tone, and that was our success.

At the time of the last Olympics a biologist claimed that, while man was the only animal which could enter for all the track and field events, these events could each be won by an animal of a different species. What he didn't go on to conclude was that those other animals wouldn't be bothered.



Skills interplay

Sir - Most of those who look at the primary school from the outside are unable fully to comprehend the interplay of specialist skills, and more general teaching ability which goes to create an environment in which primary age children of all abilities can flourish.

I accept that there may be insufficient specialist expertise in, say, science within primary schools, and that what is there already may not be employed to the best advantage. This does not mean, however, that the efforts of the specialists are best made within compartmentalized subject lessons as in the upper reaches of the secondary school.

Nor does it mean that the effective

day of the "class teacher" has passed. After many reflective years in the primary school I am convinced that the pupil is still best served by a teacher who knows his activity across the curriculum intimately, and that his needs in whatever subject area are best met by close cooperation between the class teacher and any available specialist help.

This applies just as forcefully in reading remedial work as in maths, science or art. I have seen remedial group work which takes the form of the remedial teacher's private "circuit" bearing little relation to the child's day-to-day problems in class, and not open to the class teacher's influence.

Without invoking such "Plowdenisms" as the "seamless web of the curriculum" (which may be less fashionable in the present climate), it

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Sheila Fletcher describes how women lost control in PE

The gym mistress's downfall

The last century has seen the making – and breaking – of a remarkable female tradition in physical education. For more than 50 years, PE was dominated by the specialist women's colleges which have now virtually disappeared through mergers, cuts and reorganizations. Since the Second World War male influence in the gym has grown.

The origins of the whole development go back to 1885 when Martina Bergman, a Swede, came to England to teach gymnastics for the London School Board. She started her own college to train gymnastic teachers for the new girls' high schools. The rapidly-expanding field of girls' education provided her with a perfect market. And no market was ever attacked with more conviction of the worth of what was offered than this, by the woman later known as Madame Bergman-Osterberg.

She was an evangelist for the system developed in Sweden by Per Henrik Ling, who had pioneered "scientific" gymnastics. His exercises, closely based upon human anatomy and physiology, aimed, by a carefully-controlled progression of demands upon strength and skill, to promote the harmonious development of the whole body. Remedial gymnastics, designed to correct bodily defects, were also an important part of his work.

While that work was revered by Sweden it had made little headway in England before Madame

Osterberg arrived. Army drill for boys, callisthenics for girls – those ladylike gyrations with hoops and wands – were the staple provision. Significantly, too, the English tradition was for games, not gymnastics.

The games craze in the public schools had reached great heights by the 1880s and had caught on in the new women's colleges and the new girls' public schools. St Leonard's and Roedean. Madame Osterberg's understanding of team games remained imperfect to the end of her life but she understood their attraction for the English and introduced them in her college course alongside Ling, as part of the training of this new kind of teacher whom she deemed essential to developing womanhood and whom she referred to as "the health mistress". The name did not stick; but the gym mistress, who taught gymnastics, who also taught games, who also weighed and measured the girls and gave them exercises for flat feet, became an institution in girls' secondary schools, a key figure, the person who "coped". She was the creation of Madame Osterberg.

The gym mistress had no masculine counterpart. In the public schools and the grammar schools for boys the dominance of games was not challenged by gymnastics. The concept of scientific physical training came from the specialist women's colleges: Madame Osterberg's, which in 1895 moved from London to Dartford Heath;

Anstey, launched in 1897 by one of her pupils; Bedford, launched in 1903 by another. Chelsea, Liverpool and Dunfermline were the other three leaders. All had principals who were committed and powerful women.

By means of the Ling Association, their professional body, the gymnasts ensured that their new profession was strictly recruited. Men were not excluded, but for many years they were effectively shut out by their lack of appropriate training, for there were no colleges of physical training in England, for men, before the 1930s. Men appeared, then, on the periphery of the sphere of influence the women created, a sphere extending well beyond the confines of the girls' grammar schools and specialist colleges.

Swedish gymnastics got the backing, in the early twentieth century, of a Board of Education (a forerunner of the DES) supremely conscious of the need to improve the health of elementary schoolchildren. To Newman, the Board's first Medical Officer, Madame Bergman-Osterberg represented "the morning star of a reformation".

Between the wars the specialist gymnasts modified Ling's work in various ways; it became freer under the influence of new approaches to education. But the prestige of the colleges remained immense. They provided not only the gym staff in girls' schools but a large number of the county organisers and the PE lecturers in

general colleges. Then, in the Second World War, Rudolf Laban, who came to England as a refugee, changed the whole landscape so completely that Ling were abandoned. The female tradition was underwent a sea-change, defined no longer in the absence of men (as had been the case at the beginning) but rather in opposition to them; for women especially became committed to the Movement concept of Laban, and men especially resisted it, preferring the new physiological approaches such as circuit training.

Women no longer have the lead which they once had in physical education, but while it is easy to date the beginning it is hard to date the end of the female tradition. A great many factors contributed to it, mostly by eroding, in one way or another, the elitism it kept for so long. By the 1950s the specialist colleges could no longer survive as private institutions and were taken over by local authorities. Their courses were broadened and became less "expert"; men joined their staffs, while the world outside was moving away from girls' schools and grammar schools, the classic setting of the gym mistress.

Sheila Fletcher's book, *Women PE: documenting the rise and fall of female influence in the gym* is published this week by Athlone.



The collective curriculum

Even in the new remedial schools all Soviet children are expected to study a full range of O-level style courses, Avril Suddaby finds

Disproportionate attention has been paid to the very few schools where gifted Soviet children are educated. The vast majority of Russian children are educated in normal schools; usually in the class in which they were first enrolled. The bright, average and weak work together because streaming of any kind is not approved of. Any extra help given to those in difficulty is given by the ordinary school teacher in whatever free time can be found.

This traditional approach seems to be giving way, however, to more systematic attention to the slow learner in the form of 20 or so new boarding schools. The intention is that there should be one of these schools providing remedial education to backward children in every urban centre in the USSR.

The Soviet curriculum is of a formal and academic nature and is all compulsory. Children are not allowed to drop "difficult" subjects and

the level which all children should reach after the 10 years of compulsory education is approximately that of our O-level exam, a standard reached in England by at best 30 per cent of all pupils. The Soviet claim is that nearly all of their pupils achieve this standard. Less than 2 per cent are educated in auxiliary schools, the equivalent of ESN schools, and there are no private schools.

The pressure on teachers and on pupils is enormous, and has unfortunate consequences such as trained teachers abandoning the profession in despair of coping with the requirement that all, bar a tiny minority, achieve "complete secondary education". Letters of protest often appear in the Soviet press from parents who feel that their children are over-burdened. Every year about 2 per cent of all pupils fail their annual exams and have to repeat the year.

The Moscow remedial school was opened in 1976, as an experiment. There is a staff of 40 for the 260 pupils, including the teachers, child care staff, remedial speech experts, and medical and administrative personnel. Like the teachers in auxiliary schools teachers here receive 30 per cent above the normal teaching salary.

The classrooms are better equipped than most I have seen in the Soviet Union. The children's living quarters are clean and neat if rather austere; the dormitories have five to eight beds in them. All the children, whose ages range from 7 to 17, are boarders and most return home for the weekend after classes end on Saturday.

The pupils have all been examined by the Institute of Defectology, which is responsible for assessment and diagnosis of children who should receive special education. They are classified as children "with a temporary delay in mental development".

Failure to make satisfactory educational progress is not in itself adequate reason for enrolment in the remedial school, as failure could stem from frequent absence from school, incompete-

teaching, poor motivation or laziness. Only delayed mental development is considered adequate reason for enrolment. The aim of the school is to correct the delay in development and to return the child to normal education. Children normally spend three or four years in the school, after which about half are able to return to the normal school. Only the least able will stay in the school for the duration of their education.

The maximum class size is 20 and, in most groups boys predominated. Except for the high level of discipline, the pupils differed little from those in remedial classes in British comprehensives. Several children have evident speech problems; some seemed physically underdeveloped for their age, many had difficulty in concentrating for long. The teachers had the firm but kindly approach typical of Soviet pedagogues, and in the lessons I observed there was a frequent repetition which is necessary to enable pupils of this type to master the lesson material, but conducted in a skilful and imaginative way which held the pupils' attention.

Lessons sometimes end with a few minutes of physical exercises done standing by the desks. The regulations for these schools stipulate that the children should have frequent physical exercise, as well as a day-time sleep for all primary grade pupils and also for secondary grade ones if the doctors recommend this.

According to the school-leaving lists for the past three years, most either went directly to work or to technical college to learn a trade. A few had gone on to the top grades (sixth form) of the standard school and two had gone to train as assistants in kindergartens.

Teachers admitted to tremendous discipline problems when the children first arrive, but with effort they have always succeeded in "creating a children's collective".

Sometimes the weekends at home had an unsettling effect but links with home were regarded as essential.

as important. Mistakes in diagnosis sometimes meant they were sent children with behavioural problems rather than those who are backward.

The most remarkable aspect from the English point of view, is the curriculum. Because the aim is to return the pupils to the mass school, all pupils follow the normal programmes for the standard range of subjects, even including the foreign language, English in the case of this school. Also those who stay in the school throughout their secondary education must take the normal school-leaving exam. This means that none of the strategies which we use to contain the problems caused by slow learners can be used; there are no special easier syllabuses. Only by following the standard programmes with the usual textbooks will it be possible for children to successfully resume education in the normal school, once the delay in their mental development has been corrected.

This approach, which assumes that intellectual abilities are developed rather than largely inherited, follows the theories of Vygotsky which form the basis of Soviet educational psychology. The only concession is the more relaxed pace through the standard curriculum is used, children are allowed two years extra to master the content. Therefore, at the end of 10 years' education, they finish at grade 8 instead of the normal grade 10 to grade 17.

After grade 8, Soviet children take a "certificate of maturity" after which they may leave school, though they should continue their education on at least a part-time basis until they complete grades 9 and 10. Most who leave at grade 8 go to a technical college.

But as far as the Soviet remedial teachers are concerned, there is no question of providing slow learners with a special, limited curriculum; some suggest in Britain. The object is to remedy their intellectual problems and to get them back into the normal school.

"Do you live on yoghurt?" "What's your real job?" "Do you all sleep in the van?" "Is this voluntary work?" The arrival of a small travelling dance company stirs up as much curiosity about the dancers as in the performance they unpack.

"Once they realize we haven't come with frilly dresses and pointed shoes, they want to know who's living with who, and isn't dancing posy?" says Anthony Peppiatt, dancer-turned-administrator of Ludus, the nine-strong, Lancaster-based company which visited more than 50 schools and gave 114 performances last year.

Formed by a handful of out-of-work teachers, dancers and actors in 1976, Ludus aims to make some modern dance accessible to all ages on their own school ground, and to explore important issues through a mixture of original programmes and workshops, which emphasize expression rather than technique.

Is 13 productions to date have given the company just the sort of image it wants – political, provocative and fun – relevant but capable of drawing the odd surprise or two out of its fluorescent hat. Its themes range from racism and unemployment (*Five Empire Street* produced in 1977 for top seniors) to the rock industry (*The Quake*, 1982) to childhood fears and playground bullying in *Working It Out*, one of the company's most recent programmes for seven to nines. And Peppiatt is pleased to point out that Ludus already recognized the importance of the Karen Silkwood case back in 1980 when the company made it the basis of *Power*, a programme for middle secondary schools, examining issues of corporate and personal responsibility.

Ludus makes its points through exaggeration and parody, arresting costumes, loud synthesized music and a deliberate narrowing of the distance between performers and spectators. After a performance the dancers whip back into work-out clothes and out front to break up the audience into small discussion groups.

"At the very least we can show that dancing is a vigorous, involving business and not concerned with fey technique and twirls," says Nigel Charneck, who played a rebellious punk daughter in *Cut to Ribbons*, the company's most recent production which finished its eight month tour of secondary schools last month.

The violent father at the centre of this programme is played by a dancer who is only revealed as female at the end when she drops the wig and masochistic mannerisms. Such surprises are intended as fillips to subsequent discussions on sexual roles and movement as an expression of identity.

Financed by North West Arts, Wigan, Lancashire and Rochdale educational authorities and corporate donors, Ludus does most of its work in schools in the North West. But its senior school productions are also performed for adult audiences in community centres and arts festivals, and the company took part in the Dance Umbrella festival at London's Riverside Studios last November.

The typical visit still consists of a workshop, followed by a performance and some discussion and then back into the van. But the company is hoping to establish a pattern of residencies, staying in one school for four or five days so that the dancers have a chance to work with a group of pupils more than once. And by getting to know teachers the company can sometimes encourage the introduction of dance as a curriculum subject, one of its declared aims. At the end of a recent residency, one teacher revealed that he had done dance training and would like to start movement classes. "If we can show how much enthusiasm there is for dance that somehow makes it acceptable as a subject," says Peppiatt. "We can help to channel the latent interest."

Ideally the benefits of a Ludus visit are felt by the English and craft departments as well as in PE and drama and they are still in evidence long after the company has moved on.



In the battle of the sexes, one dance company is bringing a message of peace into schools, Joanna Lyall reports

WARDANCE

With the majority of the audiences never having seen any live theatre there is no thought of kindling a lifelong interest in dance. Ludus performances are intended as immediate stimulus. "It's about getting the imagination going on as many fronts as possible. We are deliberately provocative," says Peppiatt.

The company feels it is "performing" best when its visits are taken into account by teachers planning course material. After a five-day residency at Langley Junior School, in Middleton, near Manchester, in March, the head, Mrs Joan Newton noticed that *Working It Out*, the Ludus junior programme, had had a trigger effect on creativity. She talks enthusiastically of "huge

the drama teacher so. But the dancers were confident that all would be well once the message got round that it wasn't all "lyra and leotards". And the staff seemed pleased.

"I get a bit of teasing from my PE colleagues but I think most of the staff know the company's presence is a good thing," said Geoff Roberts, head of drama, who has been at the school ten years and always found the dancers' visits stimulating.

This year's five day visit included three performances of *Cut to Ribbons*. A satire on violence to women, this parodies husband and wife, father/daughter and boy/girl relationships as a basis for themes of family conflict, female repression, rebellion and incest. The three women are attacked by the central father figure and subjected to a series of symbolic humiliations (mother served up joint-like for her husband to eat, daughter tied up in a pink frilly strait jacket). The action ends with one of the daughters stabbing (but not killing) her father with a pair of kitchen scissors.

"The exaggeration and suggested violence in the show may seem extreme, but we suggest the reality is even more disturbing," warn the teachers' notes, which include figures on domestic violence and incest and explain a deliberate feminist slant, in the programme "we want to redress the balance a little". Certainly *Cut to Ribbons* would not be out of place on the adult fringe.

Reactions in Rochdale were hard to gauge – somewhere between stunned and stodgy. In discussion groups with the dancers afterwards, the fourth-year audience had nothing very much to say. After general agreement about women's 'unequal lot and the persistence of traditional roles, proddings about personal choice went unanswered. And an adviser from Rochdale education authority said it was sad there was none of the spontaneity Ludus produces in primary schools "by this age you can almost feel them looking over their shoulders and watching teacher to see what sort of reaction they should have", he said.

The dancers thought that *Cut to Ribbons* was probably more suitable for fifth and sixth forms (busy with exams) but did not take the muted response as indifference. They were confident, as was Geoff Roberts, that the performance would stimulate discussions and form the basis for later work.

And a workshop for a fourth year drama group who had already seen the performance produced some lively involvement. Participants were encouraged to think about body language and how movements reflect emotions and sexual roles and then to do a series of exercises for greater awareness and control. These included walking across the room, without mannerisms, and then stopping and looking, without giggling, at the person in front of you.

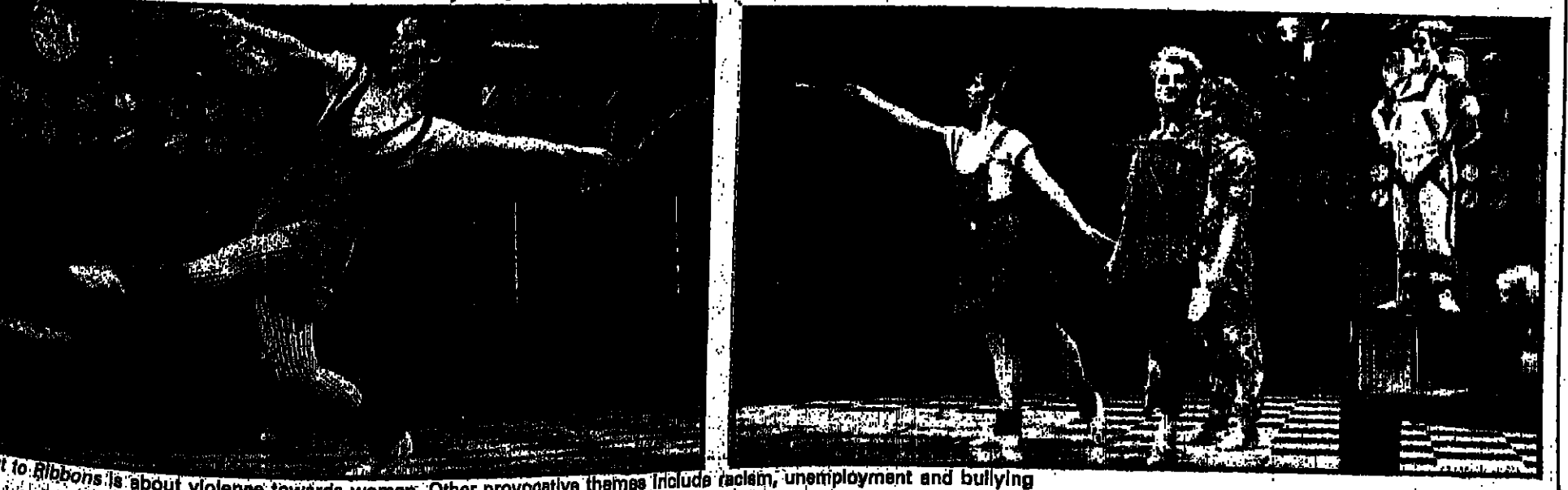
And even here, it turned out, relevance was at work. Geoff Roberts has found that in simulated job interviews establishing and maintaining eye contact proves the biggest hurdle.

After the movement session the workshop broke into groups to act out scenes where pupils felt they had been subjected to sex discrimination. One boy who had been very wary of the workshop initially seemed to feel better once he had impersonated the headmaster, and said he had enjoyed himself after all.

And two fourth year girls doing a project on dance for the Drama CSE seemed delighted with the residency and with *Cut to Ribbons*: "such a change".

The dancers were back in the van, discussing house conversions and holidays, and heading for a two hour business meeting in Lancaster.

The Ludus dance company can be contacted on Lancaster 35936



Cut to Ribbons is about violence towards women. Other provocative themes include racism, unemployment and bullying

The other side to intelligence is

The hitherto lack of coverage has served to reinforce the pervasive silence on gay issues in schools and the youth service. Generally, teachers and youth workers are singularly shy when it comes to a serious consideration of

John Stears is general secretary of National Society for Art Education.

"A most disturbing imputation: Mr Fagg, as I have always fondly thought him to be, contributing to these pages on a regular basis. I must look into this."

up twice in this anthology. Like most anthologies it leaves out some stories which the reader thinks must inevitably have been included: for example, Perelman's 'The Party of the Hard-boiled Mystery'.

time, of men in white coats and has been advanced as a possible candidate for Jack the Ripper. Some of Stephen's verse has the same fakey misogyny as Jack's.

Robert Owen is head of business in professional studies at Dewsbury and Huddersfield Technical and Arts College.

At the same time, employers are sending young people work experience on an occupationally relevant day-release course have been a success story. The BTEC General Certificate of Education is ideally suitable. During the last five years, the number of registrations on General Certificate of Education awards has increased from approximately 12,000 in 1978 to approximately 30,000 in 1983 with over one-third of the total being on day-release courses.

Vocational Preparation, RSA Basic Clinical Procedures, CGLI Vocational Preparation, and CGLI Foundation Course. Many colleges use these courses as introductory programmes of study which less able applicants are asked to complete before proceeding to the BTEC General Award.

The Consultative Document also indicates that the CPVE will be a full-time programme of study for students.

General award with CPVE: By doing so it might still be able to retain the goodwill and experience accumulated in colleges and the support and credibility built up over the years with industry, commerce, higher education and the professional bodies.

Like most anthologies it leaves out some things which the reader thinks must inevitably have been included: for example, Perelman's *Parables of the Hard-boiled Mystery*, one of the best advanced as a possible candidate for Jack the Ripper. Some of Stephen's verse has the same jokey misogyny as Jack's.

password of all parody: "I looked about me and saw row after row of rapt, attentive faces. They were taking it seriously!"

The real face of censorship—abroad

Judy Cooke reports from the ICA

The Shoot Writers, Don't They? Conference on Censorship at the Institute for Contemporary Arts.

Censorship is a complicated matter—until you see the faces and hear the histories of those writers whose work and liberty has been denied. Then the priorities are clarified. It is to the great credit of George Theiner, founder of the magazine *Index on Censorship*, that he has provided a forum in which censorship can be monitored worldwide and, to an extent, vilified by the appearance of those texts it has tried to suppress. An anthology from the magazine, entitled *They Shoot Writers, Don't They?* has just been published by Faber (£3.50) and gave its title to the conference on censorship held at the ICA on June 16 and 17.

In its setting and in the composition of the audience, this was very much a London occasion and as such provoked some ironic reflection. The mounted militia advancing along the Mall were not, in fact, pursuing the seditious; they were Trooping the Colour. The journalists who arrived late and dishevelled had been delayed only by the amiable, pavement-clogging crowd. And when it was time for the session on Britain, gamely led by Ian McEwan and Nigel Williams, the discussion never got past a vociferous lobby in the audience who prevented any debate on political censorship, the withholding of information and recent government policy towards the arts. At a time when literature has been under attack—John Calder, the chairman, spoke of the

Arts Council's recent 50 per cent cut—this was a missed opportunity. Nevertheless, the lasting impression of the conference was one of sober realism. Speakers from Eastern Europe, South Africa, the Middle East and Latin America catalogued the wide-ranging evils of state censorship. Physical deprivation, imprisonment, the absence of exile and the decay of culture were experiences they had in common. Tom Stoppard recalled his own "tourist's view" and a visit to Prague when he attended a rehearsal in the company of a banned actor. "I'm still occasionally haunted by the expression on his face—a man denied the right to express the art he had taken years to perfect."

Stoppard was introducing the Czech novelist Josef Skvorecky, whose account of his country's sufferings was indeed grim. He told us that the entire oeuvre of nearly 500 writers has been banned since 1968. "It has reached the proportions of a spiritual holocaust," he spoke of samizdat publication and smuggled manuscripts. He displayed an elegant contempt for his own censors, who had been so ignorant as to reprimand him for the frequency with which he referred to a disaffected Czech scholar, René Wellek, in a translation of *Pickwick Papers*. Yes, they'd confused the name with Sarr's Wellek's. Exile must be a kind of death for any writer. Skvorecky now lives in the large Czech community of Toronto; he can use his own language when he publishes of dissident writing. Others are not so fortunate. Manuel Puig, the Argentinian novelist, lives in New



Breyten Breytenbach

York. He was gently dismissive of these young Americans who envy the authenticity of his anguish; he merely pointed out that, increasingly estranged from his public in Argentina, his "dialogue with the reader" had stopped. Breyten Breytenbach, the Afrikaner poet and novelist, lamented the loss of his own linguistic community. Afrikaans may now have a specifically political connotation but it is also the language of his childhood.

In welcoming the two speakers from South Africa, Dan Jacobson struck a note of optimism. The presence of Breytenbach and the black poet Sipho Sepamla together on the same platform, he said, made him hope that "history is indeed the nightmare from which it's possible to wake up." But this session was, in fact, the saddest. Sepamla described the process by which the Bantu Education Act had effectively stifled the emergence of new black writing; he has seen the energies in poetry and in the theatre, which were given an impetus by the revolts of 1976, gradually fizzle out. Breytenbach spoke without bitterness of his seven years in jail under the censorship laws. He defined apartheid as the ultimate censorship. "It creates ignorance, it creates fear. It preserves the monopoly of power." He described self-censorship among South Africans, a surface truth which can be mistaken by outsiders as a kind of reality. Even so, he looked forward to a South African culture one day united by the fight against racism. For anybody who wishes to keep in touch with the issues involved, George Theiner's magazine is indispensable.

Ideological worthiness, or literary merit?

Nigella Lawson reports on the First International Feminist Book Fair

Fifty years ago Virginia Woolf thought that a woman needed money and a room of her own in order to write. According to current feminist thinking, a woman writer lacking either of these should now at least be able to count, as well as on the example of predecessors—Virginia Woolf among them, who worked to establish a female tradition and its claim to challenge the pre-eminence of male writing—on the encouragement of her *consciences*. On the eve of the First International Feminist Book Fair held in London on June 7, 8, 9 with associated events at various venues throughout Britain and Ireland from June 11–17, Valerie Minner, a novelist from San Francisco, who once belonged to a collective of five women writers, saw one of its principal aims as being to "end the image of the isolated artist." "We have so much to give each other, so many riches to share," said Carol Spedding, the organizer of the Fair, who extended the invitation implicit in her words not just to writers, but also to readers, publishers, reviewers, and indeed anyone with an interest, professional or non-professional, in books.

Whether people came to the Fair primarily interested in the dissemination of ideas or in commercial success, many must have left it satisfied; a lot of books were sold. But feminist books sell anyway. At Christmas, Virago reached its first £1 million turnover, and last year The Women's Press home-market turnover rose by 50 per cent. Pat Barker's *Union Street* sold 10,000 copies within six months and Maya Angelou's *I Know Why the Caged Bird Sings* (both published by Virago) has sold 20,000 copies since January. Kate Chopin's *The Awakening* and Alice Walker's *The Colour Purple* have been two of The Women's Press's strongest titles, both selling 20,000. *Your Body, Your Baby*, Your Life published by Pandora Press, the feminist imprint of Routledge and Kegan Paul, has sold 10,000 copies since September, and Onlywomen Press, a radical feminist and lesbian publishing house, has sold 8,000 copies of *One Foot on the Mountain*, an anthology of British feminist poetry.

Women have been quick to take the initiative in publishing: "Women writers don't any longer have to depend on men's goodwill to be published and sold—our own kind now own and control the business" says Lennie McShann of Virago. With the mushrooming of feminist lists in many of the traditional publishing houses, some of the differences between feminist and non-feminist publishing have been diminished. As novelist Zoe Fairbairns remarked, feminist publishing is now part of the mainstream, and the staging of the Fair testifies to this.

All this is well and good, but not all feminist publishers or authors are happy about their treatment in the established literary press. Ros de Laet (The Women's Press) complains that, "The *Colour Purple* had almost no reviews in the literary pages, except one in the *Sunday Times* and that was unflattering although it went on to win the Pulitzer Prize and considerable acclaim—a type of complaint which is well used to hearing from all publishers. Why it should be that titles which the feminist presses consider important go unrecognized, or unappreciated, by literary editors was the theme of the Fair's Opening Forum: "Who Reviews Women's Books—And How?" Unfortunately the debate turned into a collective airing of grievances. The lament was that women's writing gets shunted by the (male-dominated) literary press because it is written by women; no more or less than this, and clearly that is a racist, classist and

in the *Guardian*, Christopher Woodsworth advised his readers that there was no significance to be attached to the fact that his first three titles were written by women—it had been a bad month for fiction anyway. But how much of women's writing is valued (by women) simply because it is written by women? There is a bold claim that the message of a fictional work of greater importance than the degree of its ideological commitment is its objective literary "standard," but they who are as yet unsympathetic to the writing these novels espouse. Feminist writing is a political act in that it is not simply to interpret the world, but to change it by changing the consciousness of those who read.

Feminist fiction makes heard these voices which have not been given literary currency up till now, and such voices have in turn done much to extend and modify the literary canon. But, though fiction may be a means of widening that readership and, in the process, the tenets of the many ideological fictions are open to question by those with a less programmatic view of what a novel is, or can be. It is disingenuous to state that a novel with a "good" message is a good novel; naive to maintain that a literary work's intention and achievement are one and the same.

Astonishingly, none of the speakers at the various literary events held in association with the Fair seemed keen to distinguish—or indeed accept a distinction could be made—between ideological worthiness and literary merit.

Feminism is not monolithic. The future of feminist thought is dependent on intelligent exchange. "Women of colour" (the currently favoured term) women from developing nations, and working-class women have now begun to articulate what a liberational perspective might mean to them, and the organizers of the Fair worked hard to provide a forum for them. One of the best known black women writers at the Fair was 1983 Pulitzer Prize-winner Alice Walker, who in her own work has written "womanist"—more sexually and racially inclusive, she feels, than the "feminist," which suggests to many the white, liberal, middle-class movement of the Sixties and Seventies. Sadly, the movement's characteristic reluctance to open an internal dialogue was highlighted by Mary Daly's refusal to discuss *Contemporary Feminist Thought* with its author, Heather Elms, as planned in the programme, and the grounds that the latter had "failed—not unreasonably and certainly not injuriously—with her own idea in an earlier work."

As an exercise in consciousness-raising, the Fair served a useful and important purpose; it would be difficult to underestimate it. But the economic progress feminism has made makes one feel that the next step should be taken. Now is the time to abandon the rhetoric of the way-in and adopt instead the rhetoric of argument, and to recognize that revolution through evolution is not a self-act.

Twentieth-century Master A chronology by Richard Pankhurst (Thames and Hudson £20.00) will appeal as much to did-you-know enthusiasts as to literary scholars. It is a meticulously researched, with its relentlessly methodical format: 1973-Opera; 1973-Dance; 1973-Instrumental and Vocal Music; 1973-British and American Music; 1973-Related Events (as in "April Affine music" is a doctoral dissertation by composer Paul Lansky, is accepted at Princeton University). It is a critical biographical compendium and a primer; prizes, prizes, and plenty of prizes.

Boldly bawdy

Mandragola. National (Olivier) Theatre.

In 1518—or thereabouts—Niccolo Machiavelli wrote a bawdy comedy called *Mandragola*, in which a rich lawyer is relieved of the unwanted sexual services of his wife. Little is known about the way it was presented on stage, nor has it been much tampered with, in this country at least, in the meantime. David Gilmore, who now presents it in a boldly contemporary form at the NT's Olivier, has therefore the pleasure of tilling, er, virgin land. The only obstacle he has failed to surmount in this exhilaratingly successful enterprise seems to have been the censorious response of the "quality" critics.

The Decamerone plot sticks closely at all times to the grossly factual deception, involving the aphrodisiac and poisonous mandrake root, on which it turns. Freely translated by Wallace Shawn (author of that play of legendary grossness, *A Thought in Three Parts*) and interlarded with songs by Howard Goodall, the production trades on its stylized verve just as Gilbert and Sullivan

operettas do: one (well, virtually everyone in the audience the night I was there) accepts the preposterousness of the central device just as one accepts the preposterousness of the length of the hero's indentures in *The Pirates of Penzance*. John Savident (shown above with his sleazy foil Tim Spall) holds the action together in a remarkable way, combining fussy cleverness and pantomime stupidity with a hilariousness which tinges everything round him. Nicky Henson brings to the part of the spry young hero the charm and physicality for which he is famous; Phyllis Roomie is dignified and volup-

tuous as the cuckold's wife, but injects her theme-song with delicious irony. In the middle of Roger Glossop's realistic roccoco set stands a huge stone fountain which, to the strains of the excellent five-piece (female) band, reaches climactic force as the deception is consummated. The Florentine aesthete would certainly have winced at some of Goodall's clumping rhymes but I think he would have approved of the spirit in which his amused fantasy "Ruthless" pace one leading critic, seems a shade po-faced—has been handed on.

Michael Church

Parallels

No Pasaran. The Young Vic.

There could hardly be a more timely choice than *No Pasaran* for the Young Vic's first day-time production for teenagers. About the rise of fascism under Hitler's dictatorship in Germany and Mosley's leadership in London during the Depression, it culminates in the blockading of part of the East End by Jews and anti-fascist working-class people from the area and much further afield to prevent a Black Shirt march.

The play is fruitful ground for teachers who are seeking a stimulus for current affairs discussion. First, in Olympic year, there is the apparently inevitable confusion of sport and politics, through national pride, politics in the main story about Jan, a Jewish boxer who suffers discrimination and is eventually sent to Dachau. (Jesse Owens' triumphs at the Berlin Olympics were loudly cheered by the audience.) Then

there is the obvious parallel between the Black Shirts and the National Front and the difficulty faced by a liberal democracy which must protect free speech. A straightforward confrontation with racism, the growth of prejudice during periods of economic depression—these too present themselves as topics to be dealt with.

Roger Watkins, the director, and his company give David Holman's already respected text a well-acted, workmanlike production. Technically there are shortcomings: the slide projections of contemporary photographs tend to overlap their screens and the newsreel-style commentary that accompanies them is sometimes fuzzy. There are moments, too, when the necessary doubling might confuse an unprepared audience, but on the whole this is managed well. Laura Cleverly is especially memorable: the only woman in the cast, she goes from liberal, German teacher to working class East End mum, Hitler follower to concentration camp victim with not much more to help her than a few hair clips.

Heather Neill

Young writers

With 114 entries and six prizewinners, the first Oldham Coliseum School Playwriting Competition has attracted entries from all over Greater Manchester.

Of the four winning plays performed by the Coliseum Company with the Youth Theatre Workshop, 10-year-old Zoe Mason's *Miss Patricia Scores 'em* and *A Good Deed* by Ben Shepherd (11) are entertaining sketches using school backgrounds. *How to Write in Play*—in *Three Days*, David Smith (16) manages to hold interest through 40 minutes with a simple tale of a schoolboy trying to avoid a rubik cube contest to make time for a playwriting competition. The adults are cyphers but some complex shades of teenage relationship are accurately revealed.

Best of all was 15-year-old Vina Mistry's *The Cinderella Story*. Years after the glass slipper episode, a reporter arrives to interview Queen Cinderella, but instead walks into a world exclusive with the ugly sisters who reveal the true story of a self-naming Cinderella blackmailing her way to the throne. The handling of narrative, flashback and psychological terms make this an impressive debut.

Timothy Ransden

Time to listen

Play to Stay. Age Exchange.

The resounding success of a *Play to Stay*, a musical show directed by Pam Schweitzer and mounted by Age Exchange, owes a good deal to its faithfulness to materials direct from oral sources.

Pensioners from the West Indies, India, the Far East, Cyprus and Poland have shared memories of their homelands, arrival in Britain, settling in London and experiences here, with members of the multicultural theatre and publishing companies. Their accounts form the basis of a tightly-knit, balanced and moving production, which should have far-reaching repercussions.

The validity of using the pensioners' exact words is confirmed both by the delights of recognition among members of the audience, and by the directness of the play's dramatic impact.

Yet it is clearly not enough to string words together. The material has been carefully selected to reflect balance between positive and negative attitudes towards this country; and to demonstrate the similarities among the elderly as a section of society, which at times, override their cultural differences. Indian grandparents also feel the cold and have body-popping grandchildren.

Jennifer Ingham

ARTS

Lovably unlovable

A Mad World My Masters. Theatre Royal, Stratford East.

The trouble with Barrie Keeffe's play is that it has a severe identity crisis. It spends half its time swaggering about trying to be politically tough, and the other half trying to be jolly and "populist". It ends up coming across as rather lame. The story is of a family of lovably unlovable East End villains out to trap a wicked city gent. The play is hankering after a knightly and his sexual cravings as springs for the trap. Also involved are a jolly hockey stick social worker, a conniving gossip columnist and a wicked police superintendent, not to mention a pair of identical twin brothers, one a drug-crazed trombonist, the other a pipe-smoking union official.

The excuse for the use of such stock characters is in the title. The original *Mad World My Masters* was written by Jacobean playwright Thomas Middleton, an exponent of City Comedy, a short lived genre that tried to satirize

London life of the 1600s. It's clear from Keeffe's play that the genre doesn't warrant disinterest. In order for political satire to work it's got to be either very funny or very biting, preferably both. By and large *A Mad World My Masters* is neither. Lots of the jokes wouldn't seem out of place in *No Sex Please We're British*. There was faint hissing from a few feminists in the audience during the Mrs Thatcher striptease routine and a gasp of surprise (from me) that anybody still thinks the wearing of Union Jack underpants denotes political commitment.

There are a few game performances, from Imelda Staunton as the social worker (a sort of Violet Elizabeth Bott with a social conscience) and from Trevor Martin as the curiously Donald Sinden-sounding city gent. But the jokes groan rather than bite and the whole thing seems to fall apart under the weight of the crudely lashed together plot.

Nick Baker

Stop, freeze, zip on

The School on the Green. Greenwich Young People's Theatre TIE Company.

According to the bulging teachers' pack—one and a half pounds of typewritten and photo-facsimiles—the aim of *The School on the Green* is "to open up for both pupils and teachers (fundamental) questions about the nature of education, the content of knowledge and how these relate to society as a whole". Greenwich Young People's Theatre's all-day programme, which is this term touring junior schools in the ILEA's south east division, also sorts out the men from the reactionary running dogs of capitalism.

As the day progressed it was fascinating to watch how a rump of the top juniors in a Woolwich primary school stubbornly identified with the squirearchy, implicitly the villains in the programme's reconstruction of the events leading up to the 1914 Burston School strike. No reason why it shouldn't, of course; it was just that the programme's structure seemed to imply and expect their support for Annie and Tom Higdon, the school teachers whose free-thinking, Christian Socialist views and support for the Agricultural Workers Union brought them into conflict with their managers, a smug, complacent board made up of bluff local farmers and the Calvinistic vicar.

The whole business could have been invited as the basis for a TIE programme. It had everything a company could need: audience identification with some of the participants, lashings of folklore and social history, a solid philosophical background and a thumping good plot. And, recognizing a good thing when they see one, the four actors in the CYPPT company have pulled out all the stops and produced a challenging, elaborate programme. Constantly changing from stop-go action (the cast were a sort of human video, controlled by shouted commands to stop, freeze and, on one occasion, "zip on and see what happens next") to discussion, group work and role playing, it took a rife mind to keep all the various balls in the air. A hardening of the arteries or other parts of the anatomy unused in spending a day cross-legged on the floor, meant that several times forgot quite who was who.

My loss: few if any of the children seemed to experience much difficulty. Once they knew the basics they were quite happy. The Burston issue quickly resolved itself in their minds into a battle between the all-out mini-Scariffs screaming for a strike and the three or four tight-lipped autocrats who didn't mind saying that hanging was too good for the likes of Tom and Annie.

Hugh David

Next week

Timothy Garton Ash on truth and the travel writer; D A N Jones on Mrs Patrick Campbell. Reading: *Key Words* re-examined, computers, dyslexia, parent volunteers, school bookshops

OXFORD PLAYHOUSE

2-7 July Cambridge Theatre Company BACK TO METHUSELAH by George Bernard Shaw at 7.45 p.m. Saturday 4 & 8 p.m. Monday & Tuesday 2/3 July, 2 seats for the price of 1. Shaw's cycle of plays in two bite parts: Monday/Wednesday/Friday/Saturday Matinee; Part II Tuesday/Thursday/Saturday Evening. After Oxford this production tours to Charter Theatre Preston and the Arts Theatre, Cambridge.

9-14 July BILLY LIAR by Celia Waterhouse at 7.45 p.m. Saturday 4 & 8 p.m. Starring Kevin Whately (Neville in 'Aul Widdessens Part'), Kenneth Gilbert (Oliver Banks in 'Crossroads'), and Veronica Dean (Marion Yeats in 'Coronation Street'). Monday 9 July, 2 seats for the price of 1. Generous concessions for party bookers on the above two shows.

Sunday 8 July at 8 p.m. for one night only. TIMOTHY WEST (as Dr Samuel Johnson) in GOD'S GOOD ENGLISHMAN (1915)

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However...

How to Suppress Women's Writing. By Joanna Russ. The Women's Press £3.50, 7043 3932 3.

Bemoaning the proliferation of *Silly Novels and Lady Novelists*, George Eliot in her day was grateful for "severe critics" who fulfilled "a chivalrous duty in depriving the mere fact of feminine authorship of any false prestige which may give it a delusive attraction". Now, it seems, the mystique of feminine authorship is back with us sustained, not by the puffery of gallant male critics, but by a separatist feminist aesthetic.

Arguing that women writers are unjustly discriminated against, Joanna Russ urges them to develop their own "minority... vernacular... marginal art" to express the "female experience". This experience has, she claims, been consistently belittled by critics who refuse to take women writers seriously, stereotyping them as "whores, sad spinsters, devoted submissive wives and... tragic suicides". By this process, aspiring writers are deprived of "models" and any female tradition in literature is denied. As an example of the new "marginal art" Russ offers this book itself, produced by "a science-fiction writer and not a scholar" who had to "wrestle" in her "not-very-abundant spare time" with this "ungainly monster".

Little sense of the achievement, range and variety of women writers survives Russ's provincial annexation of their lives and works, which reduces them as surely as any male-generated typology. These files through these pages—often in very long lines—to be frisked for evidence of male prejudice and "the amount of experience left out of the official literary canon". The defiantly emancipated George Eliot is absorbed into the "cultural minority of women" and "Ladies' "Housekeeper" Anne Sexton as a victim of patriarchy.

tion to be not-a-creator". Virginia Woolf as a political thinker silenced by patriarchal disapproval, and so on. At the high level of culture with which this book is concerned, Pearl Buck and Margaret Mitchell do not, of course, even qualify for roll-call, although the less fortunate Dorothy Sayers gets her sonnet pin when Russ begins to "suspect something more complex and very interesting—a kind of (tragedy)—might emerge from the Peter Wimsey books, read as one big book".

In this little "vernacular" book, the central female experience is Russ's own. It was through reading Kate Millet's *Sexual Politics* that she first learned of *Villiers*, a novel excluded from the graduate reading list of the English Department of the University of Washington, where Russ teaches. Now firmly on the path of discovery, she and her students find themselves "bursting in, eyes wide, passionately declaring" their latest discoveries in the non-prescribed works of Elizabeth Barrett Browning and Virginia Woolf. The male faculty, representing the "strong male thrust" of criticism, are apparently polite but baffled by the feminist consciousness of the creative writing students, most notably a refrigerator, is "no laboratory appliance but the fountain of plenty, my mother, in reality".

And in a sense Russ herself comes over as a child in search of its mother, crying with Stevie Smith's *Wanderer*: "You have weaned me too soon, you must nurse me again." This book may give comfort to those who feel the same way. Others will probably be happier to stay where the night birds fall even if they do carry the sound of the "impatient" Russ's reply to her "anti-feminist" critics. "Yeah? And where were you at the time, twinkle-toes? Writing your ten-thousandth essay on *King Lear*?" It is heartening to know that at least Shakespeare has made it on to the graduate reading list.

David Jacqui Russell

Extremes

International Women's Writers Day Folk House Adult Education Centre, Bristol, Avon.

"Isn't your heroine's plight a bit extreme?" suggested a member of the audience after hearing Jill Miller's rendering of homicidal thoughts on housekeeping from her novel *Happy as a Dead Cat*.

"Whenever women describe their lives, it's an extreme case. Though any of us here could match it ten times over. Really it's extreme" observed the playwright Sheila Yeger.

Saturday's plenary session at the Folk House followed a week of lively meetings and impassioned debate. Teachers discussed sexism and racism in school texts; peace campaigners showed the film *Carry Greenham Home*; poets presented published and unpublished work; music by women composers was performed. Critics stressed the creativity of the ordinary reader/publisher and academics wondered aloud about the value and significance of their jobs.

In order to retain the spirit of these occasions for future reference, Michele Roberts, Helen Dunmore and others recorded interviews for a video archive on "Women and Literature" that has recently been established under editorial auspices in Bristol. Finally, representatives from the Zimbabwe Publishing House in Harare told of the mobilization of women during the fight for independence, and the role of literacy programmes in building confidence and encouraging participation thereafter. Not that education alone is enough. As one African student wrote in an English language exercise that seemed worth quoting: "don't bother to talk about women's development until you've given her a proper water supply."

Anna Maria Glastonbury

The fourth estate

made or left between rows of persons;
course prescribed for ocean steamers;
red throat; the L., D., Y. L.
(the O.), P., S., I., C., A., N., T., R., I., L.,
lan- (the egg-), n. shot
with iron f... used
go ...
la ...

(I) says.

lang'uage (-nggw-), n. A country & way of using it prevalent in or more countries (DEAD ~); (transf.) method of expression (*finger* ~, talk by conventional signs with fingers; ~ of flowers, symbolic meanings attached to various kinds); words & their use; faculty of speech; person's style of expressing himself (*bad* ~, or || vulg. ~, oaths & abusive talk; *strong* ~, expressing vehement feelings); professional or sectional vocabulary; literary style, wording; ~-master, teacher of (usu. mod. foreign) ~ or ~s. [f. F *langage* (L *lingua* tongue, -AGE)]

langue d'oc, langue d'oïl, nn. (see p.). Medieval French as spoken south of the Loire, the latter the name of modern French. [OF, f. L *lingua* tongue, *de* of, *hoc* this, *hoc illud* this (is) that, *oc* & *oïl* being the respective

so deplored by one young man that he said he "would not allow his own mother to read such a book."

Voices From Nineteenth-century England", is a misleadingly limited title for the content of this book which presents a panoramic view of woman's position at the time. By means of interesting and varied extracts from the writings of people of all walks of life, including both rich and poor victims of contemporary beliefs, including excellent introductory and explanatory text by the compiler, a depressingly clear picture is built up. Against the background of exaggerated veneration that in fact only sketchily concealed the fundamental scorn in which women, ladies, were held, and the incredibly callous attitude held by these as well as by men toward the other two miserable categories, the strong-minded women

stand out, determined and undim-
mayed.

Some of them, Elizabeth Fry is given as an example, are still themselves at least partly victims of the century's beliefs. Some of the reforms they inaugurate do not alter situations in which women are forced into a position of utter debasement so much as alleviate the suffering when they are there.

Others attempt to find the root of the problem and here education is recognized to be of vital importance. Even so, Harriet Martineau, among a number of others, is of the opinion that "one of woman's first duties is to take herself for being a companion to her husband. She is 'formed to be a domestic companion, and having accepted this, woman should be educated to be as "good specimens of the human being as the conditions of the case may allow". Emily Davies, founder of Girton College, Cambridge, would have none of this. Education must be the same for women as for men: "different means lower" she asserted unequivocally.

As to extent, from Virginia Hughes's *A London Girl* (see the *Nightlife*) describes Miss Bessie's famous school for

is a pity that a later description in the same book of that formidable pioneer in the field of women teachers' training, Dr E P Hughes after whom Hughes Hall, Cambridge, is named is not included. (Her equally strong-minded sister-in-law, Katherine Price Hughes, similarly fails to receive a mention for her work among unmarried and working mothers.) Miss Buss, at least in her Camden School, still insisted on the making of buttonholes as part of her entrance examination, but Dr Hughes was a fervent supporter of the views of Emily Davies.

It is in fact in the field of education that the most positive forward steps are made towards the bettering of women's conditions in general. Obviously, improvements in hospital or prison conditions, the suspension of degrading and barbaric medical examinations of prostitutes and similar reforms were to the good and required determined and devoted women (and men) to give their time and devotion to the cause. But only as a result of the adoption for women of an education identical to that of men, could the notions of the right and righteousness of careers for women become practicable, as well as of their right to economic independence and their claim for suffrage.

The horrible picture revealed in this book is salutary. It shows how far women have progressed in their struggle for independence and for recognition of their sex should impose no limits simply because it is their sex and it shows the strength of the chains of prejudice that have had to be broken. That some of those chains still hold remains regrettably true and realization of this and the noble resolve to break them all can excuse some of the exaggerated follies of a few feminists today.

This is an excellent book and provides essential background reading for any student of the history or literature of the period.

Kotva Watter

All of this evidence and much more is also used by Shulamith Shahar, in her wide-ranging and scholarly *The Fourth Estate*, in which the question of women's rights – or lack of them – in medieval Europe can be pursued at a deeper and more academic level.

0 521 27696 0.
Under Control. By Carol Adams.
Paula Bartley, Judy Lown and Cathy
Loston.
0 521 27481 8.
Cambridge Educational £2.15 each.
Women Leaders in African History.
By David Sweetman.
Heinemann Educational £3.95
0 435 94480 0.
The Fourth Estate.
By Shulamith Shahar.
Methuen £14.95
0 416 36810 7.

Women's history is only just beginning to penetrate the schools — but then it took quite a few hundred years for women themselves to do so, and when they did they had subjects long dominated and defined by men. Cambridge's Women in History series begins to bring into focus the female experience in which male chroniclers and historians traditionally showed little interest. But female historians find different things; in *From Workshop to Empire* for instance, the pictorial evidence alone shows that medieval women short-skirted, wore pig-tails, hammered anvils, sawed logs, defended castles, one particularly gratifying manuscript shows a sly and elegant medieval lady pinning down a man in full armour, one knee in his back, the other nonchalantly holding a sword whose point she is thrusting at his car with the jugular. Her maid, who has been on guard has hardly looked up from winding her distaff. But unfortunately

for medieval women their physical skills and their competence in defending castles, running estates, managing shops and tending the sick, gave them no legal rights at all, and an incredible double standard was operated by the church, which on the one hand venerated the Virgin and on the other blamed women, the daughters of Eve for sin. "She was formed from a rib of Adam," she is an imperfect animal," she always sins," she claimed the notorious Malleus Maleficorum which sought to discover the "signs of evil" and discovered that frailty was a woman. The seven deadly sins were almost invariably drawn female. It was to counteract this systematic character assassination (and to earn a living) that Christine de Pisan embarked on her defence of womankind, the *Book of*

Nineteenth century woman was slightly better catalogued but no better regarded. Under *Control* takes Samuel Courtauld's factory at Halstead Essex, as a case history. Courtauld specialized in black silk crape mourning which, with their marchant in the big web, the Victorians went into in the millions. But Courtauld secured the exclusive British right to rayon, the Halstead factory became his main concern in weaving artificial silk. Too late. The weavers, like power loom weavers everywhere, were overwhelmingly female; there was even a regulation against the employment of boys over 15, not to protect the women's jobs, but to protect the employer from having to pay men's wages. All kinds of sources are used here, most notably photographs of surviving buildings at Halstead, and the records of Mary Merryweather who was employed by Courtauld to set up an evening school for the factory girls. A later published a book about their lives, but Courtauld was a paternalistic employer, providing a hospital, lodging houses and creche as well as a school, but his efforts were not always appreciated by his workforce, who not surprisingly resented the restrictions and loss of independence involved in doing things his way instead of their own.

Women leaders in African history have been ignored in this country perhaps as much because they were African as because they were female. And perhaps as much again because of their power and position in large and sophisticated societies which did not fit in with the myth of the great empty continent waiting for a European imprint. David Swann finds women leaders all over Africa, through history, beginning with Queen Hatshepsut of Egypt, going on to marry queens of Meroe, the area of present-day Sudan, and ending with Nene of Zimbabwe, who unsuccessfully resisted white encroachment at the end of the nineteenth century. These profiles are well illustrated with maps and contemporary pictures.

Jessica Saraga

Jessica Saraga

nert, king
 rtion, irt-
 ll, un est-
 fain ak.
 f. L. l dus
 sel

Grow or be
 y; live *under*
 ditions; grow
 p. pine (*for*):

by John Weightman

Johnson whose *Dictionary* is the first great landmark in the history of the great effort to combine respect for the great language as it is with the great effort to accept change, from which quarter it may come. Also, I am delighted to see that another strong-minded eighteenth-century figure, William Cobbett, whom no one could accuse of being anti-progressive, made the essential point about the relationship between local varieties of speech and working command of the standard grammar: "...hearken to whose approbation is worth having with pay little attention to the accents, but let the activities of men proceed upon their *thoughts*. In order to obtain the cooperation, the concurrence or the consent of others, we must communicate our thoughts to them. The means of such communication are words; and good words are those which are used as words." Mr. Howatt comments on this contrast between this and modern relativism:

Not only does this attitude have a harder cutting-edge than the moderate desire for a cooperative commonwealth of dialects, it is also rather more realistic in its assessment of the workings of power. I would have said, more fiercely, that it is the only democratic policy; in contrast to the benighted or sentimental perversion of confining Black immigrants to Creole or Jews to Yiddish or since the difference is only a question of degree - any local group to its ghetto or parochial speech.

The nineteenth century saw the advent of the truly scientific study of language in general, together with a much keener inter-awareness between the major European tongues. If I have understood the drift of Mr. Harnad's argument, the new impetus for fore-

ign-language study first developed on the Continent and was strongly encouraged by the serious, acquisitive or expansionist nature of German education. However, some of the most remarkable teachers and theorists were French, and he bestows very high praise on Claude Marcel (1793-1876), the author of *Language as a Means of Mental Culture* (published in London and in English in 1853), who anticipated a lot of modern ideas. Engländer came up later in the century, especially with Henry Sweet, whose *Practical Study of Language* (1899), is the only work of the whole history of language-teaching that, Mr. Howatt considers to be on the same intellectual level as Marcel's.

Simplifying the immense complexity of the nineteenth-century situation, we can perhaps say that there were three main strands in foreign-language teaching, the various effects of which can still be felt today as they influence the teaching of English and other languages for better or for worse.

First, the bad old method, which depended too heavily on the example of Latin primers, with their lists of rules and exceptions to be learned out of context, and their stilted, proscribed phrases remote from the spoken, even of life. Mr. Howatt quotes some horrendous examples, over which his tears must have been shed, although they may seem funny in retrospect. We have all heard about "the pen of my sword" and "the position has been struck by lightning." Here is another little grotesquerie, which appears to convey the predicament of some doubly unfortunate unwillingly:

Have you the words and account?
- have I not.

Then, two good developments: the Reform Method, which insisted on the primacy of speech, the use of connected texts and oral methodology, and the Direct Method which, in its purest form, aimed at bathing the pupil entirely in the ambience of the target language, so as to simulate the "natural" process of language-learning. All subsequent practitioners have juggled with different combinations of these methods, some putting more emphasis on the working out of basic, progressive vocabularies, others on phonetics and assimilation through the ear. Mr Howatt traces the careers of the main figures - especially Daniel Jones and Harold Palmer who ensured the transition to the twentieth century.

Now, after 500 years of experiment and argument, the teaching of the English language, particularly to foreigners, has become a vast enterprise with its professional organizations and periodicals, its Anglo-American exchanges, and its international conferences about audio-visual aids, the new "grammar, Chomskian linguistics, and so on. It overlaps, too, with the perennial attempt to teach some-

...ing of the main European languages to English school children. Looking back over all this in his Epilogue, Mr Howatt gives a prudent assessment of present trends. He quotes recent research which shows that new technologies and modern approaches to grammar do not necessarily produce any marked increase in learning performance, when compared with the older, more traditional rule-of-thumb methods. He remarks that "Nature is intractable": what is appropriate for the child in the home is not easily adaptable to the classroom or to the school already in existence.

[illegible]

I am not suggesting that we should produce military rule to help Englishmen to speak foreign languages as well as tens of thousands of foreigners speak English. The moral would be that we should give up our blanket teaching of French and German to uninterested pupils and devote our way of picking out the instructional language learners, as we select musicians or athletes, and give them only teaching in a wider range of languages according to their preferences. But universal satellite television is really a cards, I suppose the natural language of the future.

An illustration from Edward Ardizzone's *Indian Diary 1952-53* (Bodley Head 15.00), which is a highly personal account embellished with humorous sketches of the artist's visit to the sub-continent.

... for the luckless EFL student

Readers of this journal need no reminding of the deviousness which describes highly exclusive private schools as public schools or of the deviousness whereby a species of garden flower is called a *pink* in spite of the fact that its most popular varieties are coloured white. The geographical term *downs*, which one would expect to refer to valleys or plains, is actually applied to *ups* in the form of hills. The term *un*, of course, are unaware of the term comes from the Celtic *un* meaning a hill, and see merely the unreliability they expect of the English.

The English do give them plenty use to mutter, of course. To become fellow with a capital f is the zenith of any academic's ambition, but he would not thank you for referring to him as a fellow. The word *fast* can

Fleet force

The Counter-Armada, 1596. The Journal of the 'Mary Rose'. By Stephen and Elizabeth Usherwood.
The Bodley Head £7.95. 0 370 30556 6.

1588 overshadows the heroic image of Elizabethan England – the dreary aftermath of the Spanish war is best forgotten, a sorry tale of incompetence, avarice and waste. The Counter-Armada of 1589 met unexpectedly effective Spanish resistance and incurred Her Majesty's displeasure; a sordid story.

The Osierwoods here resurrect a later and more successful expedition. Led by the capable Charles Howard and the dashing Earl of Essex, it was the best-equipped fleet and army ever to attack Spain, and it scored a noble success in taking Cadiz. This account is based upon the journal of Sir George Carew, capturing the *Mary Rose*; whose ill-fated predecessor had been commanded by his cousin and namesake. The journal is supported by useful detail of ships and warfare from contemporary sources, including the rare impressions of gentleman-volunteer John Donne.

The result is a vivid description of the practical difficulties facing the commanders of a vast fleet, 128 assorted vessels. The way in which his inchoate and unwieldy force was whipped, moved and brought into action leaves us with humble admiration for the skill and enterprise of its leaders. They conducted their tricky long-range combined operations efficiently, and deserved their good luck. At their triumphant return was awarded by royal meanness and court rigidity that brought, battle-scarred troops to obloquy and even disgrace.

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For several reasons Longman's new series of Study Texts may be called state-of-the-art set books. They neatly encapsulate a lot of what is good and a fair amount of what is simply and regrettably bad about current English literature texts.

The two dozen titles so far available have been produced for a market; they are here to provide good, solid, reliable (and cheap) editions of the most popular examination texts. For that reason the list is rather predictable, at least in the case of the novels. It is largely composed of such hardy annuals as *Jane Eyre*, *Silas Marner* and *Wuthering Heights* (although *To the Lighthouse* and *Brave New World*

sneak in too).

The selection of plays is more erratic. *Doctor Faustus* heads the list, but there is not a single Shakespeare (wisely perhaps; between them Penguin and Macmillan seem to have the Bard sewn up). Sheridan, Wilde and Rattigan scrape in with a single title apiece, but there are four Shaws and no less than three plays by Peter Shaffer. And that's all; not a sniff of Jenson or Beckett or Pinter, nor even another - yet another - student edition of *Sergeant Musgrave's Dance*.

A suspicion grows that there is a pro-Shaffer mole at work in the Longman offices who is not content with responding to existing syllabuses but actually wants to influence and shape them. It deepens on examination of the two anthologies included in the series. All the novels and plays are described on their jackets as being "examination texts", yet both Michael Marland's *Short Stories for Today* and George MacBeth's *Poetry for Today* are new collections not so far on any syllabus. So far... is somebody trying to tell somebody something?

It wouldn't matter if they were. Both the collections are intelligent and interesting. Marland includes work by Mary Lavin and Nadine Gordimer as well as stories by the more commonly anthologized (and examined) Angus Wilson, Alan Sillitoe and Stan Barstow. And George MacBeth's collection of poetry is typically idiosyncratic. Prefaced by an introduction called "How to Write a Poem", it is more of a textbook, dedicated to trying to persuade readers to have a go themselves than another collection of the best (or easiest) bits of Eliot, Pound, Auden, Graves and Heaney. Indeed, none of

those gets a look in. Instead, MacBeth gives us meaningful selections from the work of Vachel Lindsay (d.1931), D.H. Lawrence (d.1930) and John Donne (d.1634) together with, among others, Brian Patten, Ted Hughes and Kit Wright. But he gets away with it: an original anthology.

For the rest of the series, Richard Adams' edition of Peter Shaffer's *Amadeus* may stand representative. The "complete and unexpurgated" text (important here in view of Mozart's famous foul mouth, doubly so with *Equus* but of less importance with *Oliver Twist* or *To the Lighthouse*) is buttressed by an extremely good introduction, an essay by Shaffer himself and a copious set of notes. These, like the notes in other Longman volumes, are "intended to serve the needs of overseas students as well as those of British-born users", so they are occasionally irritating to those of us who have more than a rudimentary English vocabulary. There are definitions of words like "brats" (in *Oliver Twist*) but also good explanations of Mozart's music (in *Amadeus*). Tucked away at the back of each volume are a dozen or so Study Questions, some taken from past examination papers, all included to sharpen up the individual responses of students.

Thorough, with the needs of the teacher and student kept firmly in mind, attractive and cheap (*Jane Eyre*, running to more than 500 pages and priced at only £1.75, must be unbeatable value) the Study Texts series has a lot to recommend it. I like it - but then I'm a fan of Peter Shaffer and once worked for George MacBeth.

Hugh David

Play the game

Sport Master series.
 Cambridge University Press £1.50-£1.75 each.

Judo for Beginners. By Eric Downey. Dragon Books £1.25. 0 583 30629 2. *Superwheels and Thrill Sports series*. Lerner Publications Ltd £4.50 each. *Soccer Laws Illustrated*. By Stanley Lever. Pelham Books £5.95. 0 7207 1501 6. *Indoor Games & Activities*. By A L Parratt. Hodder & Stoughton £3.95. 0 340 32400 7.

Hockey - From Two to Twenty Two. £2.50. Practising for Pleasure - an introduction to some basic hockey skills. £2.75. Both by Marie Birtwhistle. Published by the author, available from 45 Pinnerod Avenue, Thornton, Cleveleys, FY5 5EP. *The Cricket Quiz Book* 0 7158 08516. *The Sports Quiz Book* 0852 2. *The Soccer Quiz Book* 0852 4. All by Chris Coley. B P Publishing £1.95 each.

Stocking the school library calls for careful thought. A series I would certainly include for top juniors and secondary schools is *Sports Masters*, published by Cambridge University Press, and very reasonably priced at £1.50. The books I looked at covered *Rugby Union*, *Hockey*, *Football* and

Athletics. The text is clear and concise and involves the reader as a participant in the game. Photographs showing young players as well as experienced players give plenty of realism to the action depicted. There is a "test your knowledge" section with questions and answers on the sport at the back of the book.

Another bargain buy for this age group is *Judo for Beginners*, priced at £1.25. Not such a well produced book as the previous series, this is nevertheless a handy paperback which explains all the basic terms and movements for the beginner.

Superwheels and Thrill Sports, lavishly produced and consequently more expensive at £4.50 each, contain books on all kinds of leisure activities, including *Mountain Climbing*, *River Thrill Sports*, *Helicopters and Restoring Yesterday's Cars*. Obviously intended for the American market (we have no suitable rivers for such exciting manoeuvres as shown in *River Thrill Sports*), they are packed with interesting information including a potted history of the activity which is easy to read and visually pleasing.

For armchair referees from nine to ninety *Soccer Laws Illustrated* is a must. The laws are clearly set out and accompanied by lively drawings. Instances of possible infringements are answered with reference to the

appropriate law and illustrated with diagrams and drawings. *Indoor Games and Activities*, by Alison Parratt, is a book no physical education teacher should be without. It is packed with skill practices, small team games and large team games, many applicable to specific sports. The games are easy to administer and do not need complicated equipment, and are suitable for both boys and girls and for junior and secondary age groups.

Two books on hockey, privately produced and available only from the author, Marie Birtwhistle, fill a gap in the present literature on teaching hockey to beginners. Marie Birtwhistle is head of physical education at Queen Mary's School, Lytham St Anne's and is a well known figure in the hockey world. *Hockey - From Two to Twenty Two* gives explicit directions on how to build up from a one against one mini game to a full game. *Practising for Pleasure* is a comprehensive plan of practices for the basic skills which could be used indoors or outside.

For wet games days, the bane of any teacher's existence, the series of quiz books produced by B P Publishing could fill those moments when rain stops play.

Anne E S Howarth

Language variations

Using English. By Pauline Robinson. Basil Blackwell. Teacher's Book £6.95. 0 631 12585 X.

In reviewing the Student's Book last June, I briefly described its purpose, which is to make students aware of varieties of English by means of authentic texts and associated exercises. Pauline Robinson presents for consideration a range of informal language of different kinds, including regional, journalistic, bureaucratic and narrative. She indicates in the Teacher's Book that the "explosion" of *Using English* may vary "although the main procedure will be the discussion of the passages in the introduction.

she argues, in line with current theory, that overall comprehension of text takes priority over mastering its particulars, but I still think it hazardous to advise students to guess the meanings of words. She suggests pre-study activities, such as question-and-answer sessions, and supplies follow-up exercises, but says that students can attempt writing in some of the styles discussed.

The appendix on Grammatical Terminology is skimpy; the adverb is not listed among the parts of speech and "non-finite verb" gives no details about infinitives and participles. But on the whole this is a sound and helpful book which I can only recommend.

Donald Hall

ENGLISH AS A FOREIGN LANGUAGE

Certificate success

by Andrew Gallacher

Many students, particularly overseas, who enter for the First Certificate Examination, do so with no training or experience in applying their knowledge of structure and form to achieve a worthwhile pass. Some are still unaware of the recently introduced Preliminary English Test which can be taken four times a year.

Preliminary English Test, by Peter Hill (Student's Book £1.95. 0 333 36635 2. Teacher's Book £2.50. 36636 0. Macmillan), contains test papers which follow the pattern of the Cambridge PET in three parts: Written (1½ hours) 40 marks, Listening (30 minutes) 15 marks. Since UCLES insists on the return of all PET material, these tests meet a vital need for practice, particularly in the personal and institutional types of directed writing exercise.

With the PET behind him, the student working on his own or attending a class irregularly might wish to consult the *vade mecum* of a seasoned practitioner.

How to Succeed in Cambridge First Certificate in English, by Amory Gellia (Basil Blackwell £3.95. 0 631 15523 3), is full of sound advice for those unlikely to obtain a grade A (or those who are rather witless when it comes to exams). Examples of Papers 1 to 5 are offered with comments on timing and technique, followed by model answers. An Appendix of Classic Difficulties (over 250) completes a rather expensive 100-page book.

Aimed primarily at the same lone student, **First Certificate Handbook** by Helen Naylor and Stuart Hagger (Student's Book £3.40. 0 7175 1225 4. Key £1.25. 12770. Hulton), offers considerably more practice and less obfuscatory guidance. However, despite concise treatment of reading comprehension, various composition types including prescribed texts, and the standard Use of English questions, the wealth of material seems extremely daunting for somebody working on their own; and is it always necessary to read through the whole passage for a few test? Four useful appendices on word formation, word combinations and would-be synonyms with practice

test papers complete a course which needs a teacher and other students to live it up.

The range of materials now available at First Certificate level must bewilder directors of language schools and overseas teachers. In recent years publishers have assembled imaginative textbook writers producing unpedagogical material. I am aware of the new examination demands, teams of writers are increasingly producing separate textbooks for the five examination papers, reflecting the tendency in large language schools to expose learners to different teachers.

New Cambridge First Certificate English Practice caters for this practice. (Reading Comprehension by Chris Toft £1.95. 0 333 36170 9; Composition by Anita Pines £1.95. 36621 2; Use of English by J B Curten £1.95. 36169 5; Listening Comprehension by John Fields £1.95. 36172 3; Interview by Helen Monfries £1.95. 36173 3. Macmillan.)

The 25 units of **Reading Comprehension** teach and test vocabulary which is then contextualized in a passage with multiple choice questions - an integrated approach to Paper 1 offering a good selection of suitable idiom. Two revision units and three test papers complete a well thought out programme. The units of **Composition** each practise particular writing skills developed from visual stimuli followed by five exercises per unit which encourage group work. Convincing guidance is offered to those teachers who have not felt confident enough to use the cooperative principle as an essential feature of training in writing.

Use of English provides a sound review of essential grammar but contains three units (out of 25) which might have appeared elsewhere to leave more room for models and phrasal verbs. The final unit, Achievement Test, seems frankly inappropriate in

the series. Students at this level are not trained to identify the correct use of linguistic elements and it is no consolation to be told that "in most examinations, there is a considerable element of luck". **Listening Comprehension**, in 28 units with model exams of three types of exercise, emphasizes training in listening (pair work for pre-listening and follow up exercises in sifting) rather than testing of assumed ability.

The 20 units covering the three aspects of **Interview** cleverly use functions associated primarily with speech (expressing doubts, excuses, preferences as well as describing, drawing conclusions and commenting with models - There must've been a fire) to train students to respond to both picture stimulus and structured activities. These vary in complexity: arranging a party (Unit 9) should give no trouble but identifying the murderer in an Agatha Christie-style whodunnit with too much information will create the silence of omelet.

New First Certificate English (W S Fowler, Reading Comprehension Book £2.75. 0 17 555525 7. Use of English Book £2.75. 555526 5. Nelson) are additions to the new four-part course.

Unlike the material in Book 1, texts for **Comprehension** are unimpressive selections from British and American writers, thematically related to the corresponding unit in Book 1.

After signpost questions, passages with ample cultural background for the teacher to expand on as he wishes are followed by exercises to highlight set phrases and collocations; comprehension is tested through statements demanding supporting evidence. Test papers and an Appendix of Phrasal

and Prepositional Verbs update the previous series but while teachers will welcome the help of dialogue completion in *Use of English*, they are bound to bemoan the paucity of practice in selective close despite test papers and appendices.

The trouble with **New First Certificate Themes** (Book 1: Discoveries and Inventions by Garton-Sprenger, Lugton, McIver £2.50. 0 435 28503 3; Book 2: Life and Relationships by Case, Garton-Sprenger and Lugton £2.50. 28504 1. Heinemann Educational), which are new editions of earlier publications, is a lack of clear examination orientation in terms of pace and relevance despite topic material which has not dated and is suitable for structured activities (Paper 5). Language points are not always well weighted when a fuss is made over the use of "barely" (Book 1, page 69) and what is the student to make of "Deductions supported by conditional statements" (Book 1, page 111)? Changes seem comparatively minor and either book should be useful in the early stages of a full year's course.

On **Course for First Certificate** (Teacher's Book by Judy Garton-Sprenger and Simon Greenall. Heinemann Educational £3.50. 0 435 28015 5) explains the rationale behind this 10-unit topic based course. Each of the four sections in each unit attempt to interrelate two language skills - reading/speaking, reading/writing, listening/speaking. Reading passages are thus used for language practice, guided writing and interpretation as preparation for Papers 1, 2 and 3.

Activities for Papers 4 and 5 start from Listening and Discussion and

move to Reading Aloud and Role Play. A chase provides a complex matrix of question types related to exam practice in this highly integrated course which it is impossible to envisage being taught except by a single experienced teacher.

Ideas (Leo Jones, Student's Book £2.95. 0 521 27080 4; Teacher's Book £4.50. 28081 2; two cassettes £12.00. 26356 5. Cambridge University Press) contains 22 topic based units followed by 56 communication activities to improve listening and speaking as preparation for Papers 4 and 5 of the new Cambridge First Certificate Examination.

Ideas could provide the Eureka experience - the take-off from knowledge to fluency, assumed as the desired goal of every serious learner, if the material is handled tactfully by the teacher as manager who accepts the methodology and total commitment to pair and group work. It is a databank of resources for activities in he used selectively, rather than systematically following identification of the attitudes and interests of a class. Going well beyond specific examination preparation, it offers a wide range of stimuli for listening and speaking tasks on the assumption that man is primarily a talking animal determined to express himself even in a foreign tongue.

This is no book for the silent majority unless the teacher keeps a firm check on dominant personalities; frequent rearrangement of groups is recommended. Cassettes record a range of largely British accents in authentically simulated exchanges which students will want to hear at least three times to make notes for pair and group discussion. No comprehension questions are asked. Suggestions for written work are included with each unit. The author's introduction ends with the timely reminder that the success of an activity may depend on the imagination, versatility and experience of participants rather than the nature of the activity or the level of English required.



Michael Swan and Catherine Walter

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continued on page 30

CHILDREN'S LITERATURE

To send a shiver down the spine

Pamela Oldfield's Ghost Stories. Blackie £3.50. 0 216 91561 9. Catch your death and other ghost stories. By John Gordon. Patrick Hardy £3.95. 0 7444 0029 5. Spirits, spooks, and other sinister creatures. Selected by Helen Hoke. Franklin Watts £4.99. 0 531 04769 5.

What key-word is more attractive to the browsing child than GHOSTS (unless it be SEX)? These three books of short stories are packaged to hook browsers, with menacing Black Dog, black cat, skull and "real" ghost on their various jackets. *Pamela Oldfield's Ghost Stories* will please younger readers. The blurb says that they are about "real" ghosts, but in fact they are invented stories, each with a child as central character. In five of them a child survives his duel with a

ghost, but in two, the malevolent ghost wins and dooms the child to be a ghost forever. This nasty twist is rather at odds with the book's jokey style and faked photograph of a ghost on the cover. The stories are so sketchy that the ghosts' motives for haunting people are often unclear. They provide quick thrills but no lasting enjoyment.

Sat Oldfield against John Gordon to see what Oldfield lacks: an element of poetic justice in the story's final twist, to punish the over-curious or wicked, and reward the faithful and honest. The nastiest fates are doled out to the child reader, and overtaken evil adults. "The Pot of Basil" is brilliant: a Keats scholar visits an obscure museum, and discovers the original urn around which Keats composed his poem - and there's a skull in it as well.

Helen Hoke's latest reprint anthology is more of a ragbag, and may disappoint readers by its unevenness of tone and period. The dates of only some of the stories are given, and there is no information about the vintage authors, such as Rider Haggard and Salé, to encourage young readers to look them up. The collection includes three SF stories (two of these about aliens taking over the world); a Jack the Ripper mystery; a mummy's tomb story; a country-house ghost story which isn't a patch on M R James; and a Joan Aiken, easily the best. Nothing to keep one awake at night; and not much to encourage readers to choose the classic authors in preference to contemporary horror writers.

Jessica Yates

Good teacher, good theoretician?

Writing Matters Across the Curriculum. By Ernest Spencer. Hodder and Stoughton £6.95. 340 33313 8.

Fifty per cent of writing by a representative sample of pupils in Scottish secondary schools was recently discovered to be copied or dictated work. Only eleven per cent consisted of original writing of any length. Such were the findings of a project conducted by the Scottish Council for Research in Education on writing across the curriculum. Ernest Spencer, a member of the research team, has now taken a look at those findings in the context of modern theories and has set out to establish principles for a constructive policy for writing across

the curriculum for Scottish schools. At first, it seems a strange book. Why so much emphasis on theory ("A good teacher is a good theoretician")? Why such a laboured and cautious approach to the suggestion that pupils might write about what matters to them? Or that they might think about why they are writing? Why the occasional clumsy use of jargon to dress up the obvious?

The answer to all these questions is of course that this is a work of canny diplomacy. It is addressed to those who feel that the purpose of writing is to record facts for subsequent re-urgulation in one word answers. It seeks to convert those who feel that, for the teacher to adopt "the role of facilitator rather than initiator of authority" is simply impractical.

reassure those who think it barely to consider that they might be in the business of "causing the pupils to think, to make meaning for themselves of their experiences in and out of school".

By implication, it paints a fairly gloomy view of the present state of Scottish education. However, because it is not a catalogue of "ideas that work in class" but a reasoned (and reasonable) argument, it may do much to change that picture. The Scottish curriculum is under review, and it would be nice to think that such a clear-headed project did not merely result in teachers writing in their school to write out one thousand times. A good teacher is a good theoretician.

David Self

Proficiency?

continued from page 29

Papers), while Ona Low takes us over the now familiar ground of Reading Comprehension, Composition, Use of English, Listening Comprehension and Interview, although admittedly at graded levels from post-First Certificate, through Intermediate to Examination level. The author also introduces some General Advice (on things like Timing) and offers some explanation of the rationale of each part of the Exam.

Both books contain pictures of real people to be discussed in the interview, although these are not as up-to-date as they might be and one finds it hard to imagine more than a handful of students using Swan finding much to say about Roger Hunt scoring for England in the 1966 World Cup final or the back of Bobby Charlton's bald head. There are lots of blanks to fill and multiple choices to guess at, and it is only to be hoped that investors in these works will be able to tell the difference from their predecessors or from their competitors on the market. The Exam just has not changed that much!

How To Succeed in Cambridge Certificate of Proficiency in English is at least different. It does not claim to be a course book at all, but rather a guide. Its blurb says: "There are many books that tell students what they have to do in the examination; such books often frighten students... But this guide shows them... exactly HOW to do it... This book shows students that they do not have to learn difficult things but they can pass by just being practical." It may not be long before books begin to appear telling students they do not even need to know English to pass.

Amory Gethin discusses each examination paper, gives model answers, offers advice on ordering thoughts, making the best use of time and checking answers. Many of the hints are useful, although the section about identifying "Personal Weaknesses" puts one in mind of more of an obsession with After Eight Mints than keeping a close watch over one's gerunds. None the less, some students, if not teachers, may profit from these. **Paddy Bostock**

The tragedy about all these books is their overt assumption that the perspective of all students of EFL is no wider than the passing of the Cambridge exam, and that the over-riding concern of teachers must be to aid and abet them in this purpose. There are other things for teachers to do besides churning from Keys - some of them very interesting, some even concerned with teaching. **Paddy Bostock**

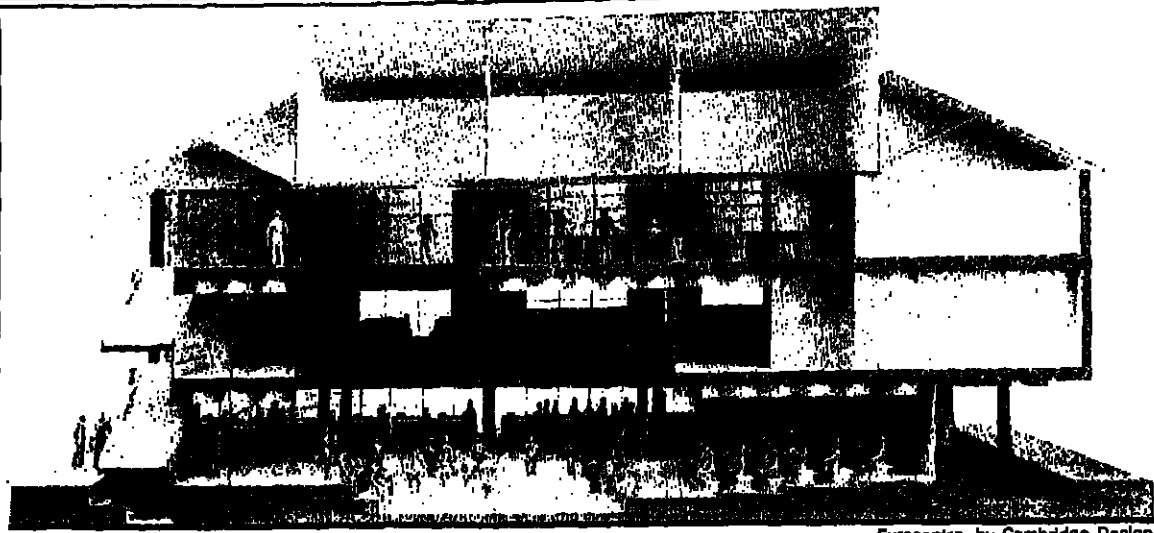
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Eurocentre, by Cambridge Design

Crossing bridges

by James Day

It is only since the Second World War that the teaching of English as a Foreign Language has really taken off as a profession. Even now, it seems, those catering for the needs of those overseas students who come to private schools to learn English for the advancement of their careers, or simply because they happen to like or are interested in English and the English, are sometimes regarded with a certain mistrust. So it may well be a sign of the times, and an acknowledgement of that fact that TEFL has come of age, that within the past five years two purpose-built schools have been opened expressly to teach EFL.

The English language is one of our most valuable invisible exports. Therefore it is not slightly ironic that both of these schools have been financed, not by government or local authority money, but by funds provided by a Swiss trust? Indeed, far from there being any thought of help or even encouragement from the authorities. In one of the two cases, quite a long legal battle was involved, with three planning applications and two appeals, before permission was finally granted, so suspicious (or perhaps misinformed) were the local politicians concerning the Swiss-based Federation of Migros Co-operatives who were prepared to invest a very considerable sum in these two purpose-built schools, one in South-East London at Lee Green, the other in Cambridge, is surely an indication

that the venture was felt worthwhile; and not merely as an investment. The schools are not just (or even mainly) for the benefit of hard-currency-happy gnomes with money to burn. (Would any Swiss ever commit such an economic solism?) Like most of the other privately run schools specializing in TEFL in the UK, their doors are open to all nationalities, ages, creeds and social classes.

They are also as different in appearance and atmosphere from one another as London is from Cambridge. The senior of the two, at Lee Green, has the foursquare, businesslike and slightly rugged outline that befits the capital. The Cambridge Eurocentre, overlooking the University Botanic Gardens in Bateman Street, is a gentler building, harmonizing with the best of its largely Victorian environment, yet stylishly contemporary in design and appearance. It is, moreover, part of a comprehensive improvement scheme for Trinity Hall's residential property in an area of Cambridge where the proliferation of offices (both private and governmental) has occasioned concern if not alarm. Both buildings are based on a tradition that, in terms of TEFL at any rate, can be considered a firmly established one.

One of the first people to see the opportunities available in this aspect of language teaching was the late Vernon Davies. Shortly after the War, he and his colleague Malcolm Campbell founded the first of what was to become a group of four established and recognized schools of English at Hyde Park Gate. With a clientele recruited at first mainly from refugee servicemen from Poland and other European countries that had been overrun by the Nazis and liberated by the Red Army, it rapidly outgrew its original function of enabling them to settle down in this country. Shortly afterwards, Edward Waespi set up a school with a different clientele, but with similar high academic standards, in Bournemouth, known as SPAWA. From Waespi's venture, there developed the Eurocentres; from Davies' and Campbell's, the Davies' schools. Among the latter was one in Cambridge, at first in a villa in Cavendish Avenue, and later in Bateman Street in the building that had for many years housed the Perse Preparatory School.

In 1976, the lease on Bateman House was coming to its end, and Davies' Cambridge, which, had together with its three companion schools, become part of the Eurocentre Organisation in 1970, was obliged to consider the options open to

it. By this time, the number of Schools of English in Cambridge had risen from the original one (Davies') to at least double figures. Some of the schools, such as the Bell and the Studio had, like Davies', been recognized under the former DES and British Council Recognition scheme. Others had not; and Cambridge felt itself somewhat in danger of being swamped by students from overseas. The decision was made to rebuild Davies', to maintain the student population at its current level of not more than 240. The purpose of the reconstruction was not so much to expand student numbers, therefore, as rather to replace the intimate but by then cramped quarters at Bateman House by a more spacious building in which modern teaching techniques and learning aids could be fully exploited. Negotiations were opened with Trinity Hall; land adjacent to the site of Bateman House was acquired; permission eventually obtained for the development; plans commissioned from David Thurlow of Cambridge Design, a local partnership of architects who had a reputation for designing buildings that were stylish and striking yet practical and well suited to the Cambridge environment; and in the autumn of 1982, building began.

It was decided that the school should be both "open-plan" and modular in design, with a quarter of the learning area taken up by a multi-media learning centre comprising library, AAC Lab and computer area. One feature lacking in the old school was an assembly hall for such events as drama productions. Cambridge Design made such a hall a central feature of the building. One of the terms of the planning permission was that the external of the three villas at the eastern end of Bateman Street should be preserved. They have been; and the administrative and staff quarters of the new Cambridge Eurocentre, as the school will now be known, are part of them.

So the Cambridge Eurocentre is firmly based, like so many things in Cambridge, on respected traditions; but, again like so many institutions in Cambridge, it is forward-looking and open to new ideas. Let us hope that the saying "We shape our buildings and our buildings in turn shape us" will in this case prove particularly apposite and true for staff, students and local residents alike; for one of the purposes of the new school is to be a "bridge to the environment" as Waespi likes to put it, which both students and local citizens can cross as often as possible to get to know one another's ways better.

Ask for help

Interactive Projects. By J. Montagu
Hulton: Student's Book £5.85, 0 7175 1249 0. Teacher's Book £2.95, 1250 9. Cassette £4.60, 1252 7.

Interactive Projects contains 20 projects which practise at intermediate level such language as telephoning for information, asking for help, asking the way and directing people, talking about the weather, keeping a conversation going etc. Each project integrates reading, listening activities, oral pairwork (mainly of the information-gap variety), roleplay and written

work with structure practice and idiomatic phrases in a variety of interesting ways and, because most of the exercises are task-centred, students have a purpose when using the language.

I found the design somewhat bitty and unclear, although this probably won't put off potential users as much as the price: I do feel too that the author could have paid more careful attention to some of the questions and language input. Overall, though, the book contains a lot of useful language and interesting ideas which will no doubt be put to good use on many a summer school course.

Hearsay

Study Listening. By Tony Lynch.
Cambridge University Press. Student's Book £2.25, 0 521 27314 5. A Guide for Teachers and Self-Study £3.25, 27315 3. Set of four cassettes £19.50, 2533 14.

Study Listening is an extremely thorough and well-conceived set of materials intended for two main groups of foreign students: those planning to follow a course of higher education where English is the language of instruction, and foreign professionals wishing to attend international conferences and seminars where English is the *lingua franca*. It sets out to train students in the skills of listening and note-taking.

Well-graded practice in various sub-skills is based on extracts from seven different talks. The extracts increase in length as the course continues until finally (units 17-20) the students are asked to take notes on the complete talks. The early units deal with the recognition of spoken sentences from intonation patterns - is the speaker going to continue or not? - and with voice emphasis or stress. The students do not, at this stage, know enough about the content of the talks to take meaning into account and are therefore obliged to listen for rise and fall, extra loudness or softness, etc. Later units deal with markers of various kinds (of importance, addition, cause and effect, etc) and with chains of reference. Throughout the course there is a sensible emphasis on using one's knowledge of the world, and the context, to guess or predict.

The student's book assumes well-motivated, thoughtful students, who are prepared to reflect both on their skills in their native language and on the content of the talks. Discussion is encouraged both before and after the skill-developing exercises by means of thought-provoking discussion points. The guide for teachers, or for those who wish to study on their own, offers helpful advice on how to use the course and gives transcripts of the extracts with the answers as well as suggested sets of notes, and the points which should arise from the various discussions referred to above.

The talks themselves are on topics which should be of relevance to the target students. The selection of texts for a wide variety of students from different disciplines is always difficult. Another successful course in the area is the Collins' *Listening Comprehension* and *Note-Taking Course* - neatly side-stepped the problem of using talks about the difficulties associated with studying in a foreign language. Lynch has opted for topics which, while representative of the study areas selected by overseas students, should also be of general interest to any educated person; they include "Problems of urbanization", "Preventive medicine" and "Microtechnology". Gradual introduction to the themes through short extracts and discussion should enable students to cope with unfamiliar areas.

The success of the course, however, must ultimately depend on the quality of its recorded material. There is a pleasing air of authenticity about these recordings. The talks are delivered at normal lecturing speed - essential if the students are to be given real practice. A variety of voices is used. There are male and female speakers. The accents represented include American, Canadian, southern English, and southern and northern Irish. The sound quality, which is good, is not that of the recording studio but of the lecture hall - you can actually hear the sound of the chalk as the lecturers write on the board. You have to adjust to the quality just as you have to do in a lecture hall. Because the talks do in a lecture hall, they contain the features of spoken language that learners need to become accustomed to: hesitations, false starts, repetitions and filler words. The recordings exude, in fact, a great deal of careful thought and attention.

As authentic as they sound, however, one has to recognize that special care has been given to the structure of the talks. They have a structure and it is clearly marked. Sadly, this is not always the case with a real lecture. Perhaps we should start training the lecturers.

Teresa O'Brien

Word perfect

Longman Active Study Dictionary of English.
Longman £2.95, 0 582 55632 5.
Longman Top Pocket English Dictionary.

Longman 95p, 0 582 55697 X.
Oxford Learner's Pocket Dictionary.
By Alan Ellison.
Oxford University Press £1.50, 0 19 413280 1.

Harrap's Mini Pocket English Dictionary.
Harrap £1.50, 0 245 53932 8.
The Oxford-Duden Pictorial English Dictionary.
Oxford University Press £4.95, 0 19 864155 9.

A Study Dictionary of Social English.
By W R Lee.
Pergamon Press £4.25, 0 8024560 9.

I have always advised foreign students who could only afford one dictionary to buy the *Longman Dictionary of Contemporary English* for its clarity and ease of use. My allegiance has now changed. Although it has fewer entries (38,000 to LDOCE's 55,000), Longman's *Active Study Dictionary* has so many excellent features that it has to be a foreigner's first choice.

Like LDOCE, it is restricted to a defining vocabulary of 2,000 words and in the process of abridgment many of the definitions have been even more simplified and certain entries such as phrasal verbs have been arranged more clearly. Like LDOCE it contains phonetic transcriptions, American variations and example sentences; it includes irregular parts of verbs and irregular plurals and it directs students to possible alternative words of similar meaning (*felony/misdemeanor*) or which sound the same (*feather*).

Additional features are the extended usage notes - comparing words which may be confused because of their similarity of meaning or spelling (*bid/bidder, insurance/insure* etc) - and the pages of "study notes" which look at grammatical features such as transitive and intransitive verbs, countable and uncountable nouns, comparatives, modal verbs. There are also full-page labelled illustrations of common vocabulary areas, such as the classroom, clothing, parts of the body. (Language schools please note that Longman are supplying these on whiteboards free of charge.) And also you can only use a dictionary to check spelling if you at least know how to spell the word in the first place. The dictionary is more of a functional grammar book than a dictionary. The first part of the book is based on the language functions list taken from van Ek's *Threshold Level English* and covers common social situations such as agreeing/disagreeing, asking for information, denying/admitting, etc. A short introduction to each of the 33 sections is followed by mini-dialogues exemplifying the various expressions and differences in meaning and use. American and British variants are also given and each section ends with an exercise for students to put the information into practice.

Part two and the appendices give examples of phrases used in "further social situations" and cover such things as modes of address, telephoning, expressing annoyance, and two sections I will certainly use with foreign students on "small talk" and what is called "rapport expressions/intimacy signals/fillers etc" which deals with "I mean", "well!", "you know", and the like.

It is a must for any language school library and if used sensibly could be a great help to students studying for the Cambridge proficiency exam.

Susan Norman

Among this week's contributors:

Nancy Banks-Smith is television critic of the *Guardian*.
Paddy Bostock lectures at the Polytechnic of Central London.
Teresa O'Brien teaches at the English Language Unit, Department of Adult and Higher Education, University of Manchester.
John Cooke is the editor of *The Fiction Magazine*.
Alan Ellison is the Principal of Cambridge Eurocentre.
John Weightman is Professor of English Literature at Birmingham University.

Andrew Gallacher teaches languages at the Polytechnic of Central London.
Susan Norman's books include *We're Spoken* (Longman) and *The Countryman's Story* (Nelson), reviewed on page 33.
Leslie Savage teaches at Nonsuch High School, Chessington.
Dr Leslie Sheldon is a lecturer in ESP at Bion Hall International, Bedford.
John Weightman is Professor of English Literature at the University of London.

Comic cuts

Click! Clickbook; Crown; Crownbook; Clockwork; Catchy Club; Current; Practical English Teaching.
Mary Glasgow Publications, 140 Kensington Church Street, London W8 4BN.

Grown-ups gild youth quite forgetting their own, and probably doubt so when the adults are publishers and the product has to appeal to teachers and children. Something of this dilemma is visible in these ELT magazines. It is difficult to imagine many nine-year-old beginners fighting over the latest edition of *Click*, or if they do it would surely not be to keep up with "Kate and the Smuggler", a strip cartoon which attempts to hook its audience with these parting lines: "Attention all police cars! There's a young girl missing. Her name's Kate Cullen."

As the target readership grows older, the quality of these magazines improves. The child old enough to read *Catch* finds Dustin Hoffman using make-up to change sex before his or her very eyes; London's murals provide an opportunity for these 14 to 15-year-olds to express their opinions on pop art, and the world is reminded that though we may not be any good at table tennis, at least the British invented whiff, apparently an early name for ping-pong.

These ELT magazines shy away from emotional extremes, the habitat of the young. Not that this has impeded their growth. Over the last 27 years Mary Glasgow Publications have secured a sizeable niche in the market, and at the last count had around 500,000 subscriptions. It is not difficult to see why. There are workbooks,

notes for teachers, a magazine of practical teaching tips too, and the magazines are cheap. Eight issues can be bought for as little as £2 a year, and if they are not in the methodological vanguard, they provide what every class requires - novelty and the unexpected.

Thus a recent edition of *Current* has stories by Paul Theroux and James Thurber, and tells the over 16s what every adolescent needs to know: how Americans cook banana split and barbecued pork chops and what clothes Britain's teenagers can afford to wear. Club (for people 15 to 16-year-old)

reprints part of a CND leaflet produced by women at Greenham Common, and has a pin-up of Duran Duran - "Are they the new Beatles?" - with Nick Rhodes' own answer to the uncertainties of life, one which links his generation to the brisk philosophy public schools espoused: "We don't have time to worry," he says. "We're too busy working."

Peter Parker

Subscriptions are £2.50 for eight issues throughout the school year, or if the class has more than four subscriptions, each costs £2.00.

Self-help

Grammar and Vocabulary Practice.
By Eas Hillier.
Collins ELT £2.50, 0 247 13272 2.
Wordpower 1500, Wordpower 3000, Wordpower 4500. By E A Hill.
Oxford University Press 0 19 581896 2, 581897 0, 581898 9. £1.75 each.

The aims of *Grammar and Vocabulary Practice* are clearly stated: "The book is designed for students wishing to attain the Joint Matriculation Board Test in English (Overseas)." It is also suitable for those wishing to study scientific subjects in English. The JMB is an exam with a particularly good backwash effect and Ms Hillier has capitalized on this. The sections of the book correspond directly to the exercise types in the exam, but in addition she gives guidance on what the exercises test, a suggested approach to the different exercises and how, and what you can learn by doing each exercise. So first attempts can improve as they go along. All this plus a key gives students a good book of the self-help variety from which they can learn much while preparing for the exam - frequently "dead" time in a teaching programme.

By comparison, Dr Hill's three books, *Wordpower* 1500, 3000 and 4500 (in titles being based on the size of vocabulary tested), do not seem to be aimed at any particular market. I cannot see that they are particularly useful for classes of foreign learners (although it is not even clear whether the books are intended for foreign learners), since the vocabulary will almost certainly not correspond to any textbook. In fact the only indication of Dr Hill's criteria for his personal selection of words is that the list "takes account of the student's needs to develop a wide, general vocabulary in preparation for entrance to college."

The books' test American English, although there is little which is specifically American, and a British glossary is given in the wordlist, but the cramped presentation, in which the attractive front cover is lost in a dedicated student.

BRIDGE to Proficiency

Margaret Archer and Enid Nolan-Woods

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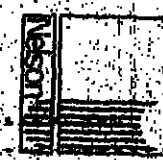
■ A range of exercises includes role-play, discussion, pair work, multiple-choice questions and a variety of written tasks.

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■ Authentic materials such as reviews, advertisements and newspaper articles reflect the emphasis in the revised examinations.

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For more information about Bridge to Proficiency, please write to ELT Promotions (TES/6/84), Thomas Nelson & Sons Ltd., Nelson House, Mayfield Road, Walton-on-Thames, Surrey KT12 5PL, England.



...the Cambridge people

Skimming and scanning

English for Computer Science. By Norman P. Muller and P. Charles Brown. Oxford University Press £4.50. 0 19 437650 8. Answer Book £1.50. 437651 1.

English for Computer Science is a 23-unit reading course aimed at upper intermediate/advanced students. It is designed to occupy 45-60 classroom hours if used on its own, and is purportedly capable of integration with EOP or EAP courses covering a wider range of linguistic skills. The technical content of the course is almost accessible to the layman, though it would be difficult for the English teacher to become, without help, the "resource person" envisioned by the authors. The intention is to develop practical competence in such vital areas as skimming, scanning, inferring unstated information, deducing the meaning of new lexical items and so on. Modified texts, averaging about 450 words in length and covering three main topic areas (The Computer, Computer Components, and Data Processing), are followed by support exercises which check the student's comprehension of gist and detail as well as ability to locate specific information or understand how textual referencing devices operate.

The ancillary material is uniform in type and presented in the same sequence over the course as a whole. One man's consistency is another man's monotony, however, and the exercises are both unsurprising and traditional: true/false questions, statement matching, sentence completion, and drawing

arrows, boxes and circles around pronouns are typical of the tasks confronting the student. Unfortunately, the set tasks do not generate much communicative interaction, and are not addressed to the reasons people read in the first place (eg to write a report, give a seminar paper to make notes). Worst of all, the exercises merely test rather than teach.

Fourteen overly-expository "Focus" sections, printed in green and interspersed throughout the book, delineate the structures and uses of such functions as contrasting, classifying, defining and making predictions. The authors seem to have lost sight of the targeted L2 learner, however, as sufficient examples and opportunities for practice seem to have been replaced by "explanations" like the following: "Reading texts often have connectives omitted without affecting the flow of intelligibility". Too much is taken for granted, and not enough notice taken of likely problem areas which the student may encounter. The provision of an accompanying Answer Book does little to remedy these design flaws.

Despite its obvious topicality, this book harks back to the text-based, topic-oriented EST material of an earlier generation and breaks no new ground. But its main faults seem to be methodological. Though one can find one's way round it, the book is not "user-friendly", being particularly weak in rationale. There is no suggestion as to how reading strategies are to be taught, or in what sequence. What are the optimum time limits for each text? How are the texts arranged in terms of progressive length and complexity? What differences are there between self-access and class use of the reading material? These and other vital questions remain unanswered.

Frankly, *English for Computer Science* is more a technical reader than a systematic reading course, and would best be used in this supplementary role.

Leslie Sheldon

LEARNER LANGUAGE and LANGUAGE LEARNING

C. Faersch, K. Hastrup and R. Phillipson

Methods for analysing learner language are presented and related to a coherent theory of communicative competence and to principles of foreign language learning and teaching. Many authentic examples of learner language are provided as well as suggestions for follow-up articles and further reading.

March 1984. 320 pp. 0-905028-26-7 Paperback: £8.90

BILINGUALISM or NOT: The Education of Minorities

Tove Skutnabb-Kangas

This book deals with bilingualism particularly as it relates to migrants and indigenous minorities.

June 1984. 88 pp. 0-905028-16-X Hardback: £22.80 0-905028-17-7 Paperback: £8.00

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Resource bank

The Cambridge English Course. By Michael Swan and Catherine Walter. Student's Book £23.25. 0 521 28908 4.

Teacher's Book £26.50. 28910 6. Practice Book £22.15. 28909 2. Test Book 1 75p. 27865 1. Class Cassette Set 1 £30.00. 24703 9. Student's Cassette 1 £6.00. Cambridge University Press.

The Cambridge English Course is a very welcome addition to the EFL textbook scene. That the language learner should assume a large degree of responsibility for his own learning is rapidly becoming central to current orthodoxy and the Cambridge course seeks to provide contexts for the learner to make his own decisions. What is also important, but regrettably not nearly as central to current EFL discussions as it ought to be, is the need to encourage, develop and provide for an ever increasing degree of teacher responsibility for what s/he teaches. Far too often EFL textbooks treat learners as culturally or intellectually deficient and at the same time encourage teachers to grind mindlessly and automatically through a string of identically structured "teaching" units. Not so the Cambridge course. This course deliberately encourages the teacher not to work systematically,

through the book. Yet the detailed notes in the teacher's book, the grammar/structure summaries, the very clearly recorded cassettes, and the well studied student practice books provide the teacher with a large and exciting resource bank from which to draw ideas. Part 1 (four parts are planned) consists of a student's book, a practice book, a test book, four cassettes and a teacher's book. In the teacher's book teaching notes are usefully interleaved with the pages of the students' books. The teacher's book is essential for anyone adopting the course. Essential too are the cassettes. They contain regular pronunciation practice (of particular value to the non-native speaker teacher) and provide both "specially scripted" and "authentic" recordings for listening comprehension development. Clear and detailed suggestions for use of the tapes are plentiful and include a range of completing, matching and sequencing activities.

Just as the tape is essential for listening development so the practice book is essential for developing reading skills. In one sense of course almost any student's book contains considerable reading practice at least at sentence level and the Cambridge student's book is no exception. What the practice book provides is a range of text types, that include advertisements, charts, encyclopedia entries, and short newspaper articles. There are no tradi-

Harold Fish

A cool look at computers

by Frank Heyworth

"By far the most effective technological development in the field of teaching languages."

"Teaching will become more effective because students will be able to work at their own pace."

These are all statements made in the early 1960s about language laboratories; they were thought to be a potentially revolutionary development and expected to transform language teaching and make it at last efficient. This meant that money became available which would never have been granted for books or teachers: every one went on courses to learn how to use the lab, and no self-respecting school brochure was without a photograph of a student with the headphones on.

Microcomputers and computer-assisted language learning are arousing the same high hopes and enthusiasm as language laboratories did 20 years ago. If we are not to face the same disappointment as for language labs have proved to be no more than a useful adjunct to teaching - it is worth taking a cool look at what computers can do and their limitations, and to avoid excessive investment in unused equipment we need a realistic assessment of the software at present available.

At the moment, there is very little published GALL material which can play a major role in language teaching, but there are a number of useful programs which can help or complement teaching programmes.

developed programs are a series of variations on cloze exercises. These typically are authoring programs which come with a series of texts - often taken from published textbooks, but with a facility for teachers or students to put in texts of their own choice. Students can then choose to blank out every "n" word between 5 and 12 and the exercise is a conventional cloze with students filling in the blanks appropriately. Most of the programs have variations - reconstructing a text completely from blanks (the micro-computer will supply a letter or word if you're stuck); games to be played in pairs, or against the computer. Cloze is claimed to be a good indication of general language competence; doing the exercises helps students see words in context, encourages them to set up prediction mechanisms, can help them practice and use vocabulary and expressions they've learnt. They're an important contribution to self-guided study, but are aimed at language practice rather than at initial learning.

A second type of program attempts to use microcomputers to prompt stimulated discourse. Experimental programs by (among others) Tim Johns, John Fugina and Vivian Cook have explored questions for dialogue on the screen - a place which can become a "joker" or "joke" which can move around a room. A computer can conduct an "interview" by asking a series of questions, and can play a major role in language teaching, but there are a number of useful programs which can help or complement teaching programmes.

supply "Tell me why you've chosen to become a doctor?" and so on. These again are obviously powerful devices for language practice - what the student says can prompt what the teacher says and so for the first time allow individualized conversation practice without a private tutor. The programs are as yet limited in scope and therefore insufficiently developed to provide any major part of a language course.

A third use of micro-computers is in class rather than for a self-study, and involves adapting programs developed as games or as business simulations. In "GB Ltd" the player becomes the Prime Minister of the UK and decides how he/she will raise money and spend it in the annual budget. The computer responds with the effect of the budgetary measures on the balance of payments, inflation, the unemployment rate. These and other simulations are excellent prompts of conversation in class - teams can discuss strategies, work out how to get optimal results, and learn to talk about the economy. There is already a fair choice of adaptable material and it is likely that computers will be a major part of language learning in the future. Microcomputers can also be used to do many of the repetitive routine exercises which are tedious, time-consuming, but a necessary part of language learning. Speakers of Arabic or other non-European scripts will

Hot chocolate

The Countrybar Story. By Susan Norman and Tony Hulton. Book 1: Reviewing the Situation £3.50. 0 17 555436 6. Book 2: Developing the Product £3.75. 555436 2. Cassette 1: £6.00 555437 4. Nelson

Via a case study of a UK chocolate company and its launch of a new product (the "Countrybar"), Susan Norman and Tony Hulton have provided a versatile commercial English course aimed at supervisory/managerial EOP students who already possess some business experience. The emphasis is on succinct revision rather than the lengthy presentation of new items, and a minimum pre-intermediate level is assumed, though I feel that much of the material is more suitable for upper intermediate/advanced learners.

Each of the three students' books is meant to comprise 30 hours of classwork (an under-estimate), and is accompanied by a cassette including a spectrum of listening material. The books, consisting of eight units apiece, can purportedly be used independently or in sequence. At the moment the course is incomplete, with Book 3 (The Sales Campaign), two cassettes and the teacher's Key not yet published in January. The latter, which is intended to provide a course rationale and procedural notes, needs to be available before the full potential of The Countrybar Story can be realized. However, what has been produced so far bodes well for the rest. Clarity of format, coupled with the judicious use

of green, black, and red ink makes the students' books easy to use. There is a pink tapestry and an index of language practice at the end.

One of the most delightful things about the course is the variety of textual/graphical material and supporting exercises, including telegrams, balance sheets, organizational charts, graphs and advertisements. Monotony is avoided by not keeping to the same exercise sequence throughout; the student cannot predict the kind of task to be found on the next page.

The business content in Countrybar is realistic (as opposed to authentic) and demanding; it is more than merely a vehicle for language work. Students must acquire and remember new specialist information in order to cope with the problems they are set. This will keep well-motivated, mature students on their toes, and add extra relevance to the course as a whole. On the negative side, I found the rationale behind the selection and grading of lexical/grammatical items often unclear. The impression is of occasional haphazardness. The key may clarify these matters. In order to use both the synoptic Language Study section at the end of each unit and the linguistic information with grammatical terminology, something dangerous to assume. Those trained in a teacher-dominated, accuracy-centred grammatical classroom will find much in these coursebooks that is congenial. The reasons for including certain exercises and activities is likewise

unclear, and not based on any needed criteria. Frankly, the attempt to blend ambitious communicative tasks with attention to such germane minutiae as word stress, articulation of long nouns, and the use of apostrophes, has resulted in the production of disjoint one-offs which are not systematically recycled. There also seems to be no system of progressive text difficulty. The developing storyline is not always strong enough to weld the course together, and is sometimes submerged beneath the welter of exercises.

Since each book is at about the same level, and contains more or less the same linguistic core, the reason for working through all three consecutive units is primarily topic-based. One might gain topic relevance in moving from units like "The Domestic Market" (Book 1) to "Research and Development" (Book 2), but not a staged increase in the students' linguistic level. I think The Countrybar Story is likely to be preferred as a valuable resource of separate books. Indeed, 90 hours of exposure to the fortunes of a new chocolate bar would be rather cloying. The brevity of many ESP courses nowadays would in any case preclude the wholesale adoption of any business English course, though Countrybar has units admirably designed to allow omission/selection by the teacher of the parts most appropriate to his situation.

Leslie Sheldon

Sales talk

Good for Business. By Mark Fletcher and Roger Hargreaves.

Harvard Student's Book £3.50. 0 245 53718 X. Teacher's Book £2.50. 53719 8. 2 Cassettes £15.00 + VAT 53721 X. Held On. By Claudia Guderlat. 1983. Pergamon. Teacher's Manual £1.20. 0 0828663 1. Workbook £2.25. 028638 0. Cassette £5.50. 028652 6.

Good for Business is a 10-unit intermediate course. Each unit is introduced by means of a dialogue which develops a continuing story line based on a business deal made by a sales representative working for a medical equipment company. The emphasis of the language presentation is structural, with the three conditionals and reported speech being prominent. The authors have proven that a good story should not be communicative as well, and they have allowed for considerable functional exploitation. The second

conditional, for instance, is followed up by practice in "bargaining" and "contractual arrangements".

The student's book is densely packed with textual/diagrammatic material, but the layout is clear. One could use the course well beyond the 60-80 hour, four-week deployment suggested.

The teacher's book contains answer keys, transcripts plus methodological notes both for relevant unit sections and for the course as a whole. A lot of good, practical advice is proffered, and I believe Good for Business would also be useful to the fledgling ESP teacher who might wish to use the course in a general rather than a business English role, a duality built in by the authors.

Held On is a modest, but enjoyable survival English course for beginner-level secretaries who use their native language during most of their working day. The 10 units, which contain a variety of short game-like listening and writing exercises, are intended to

take about 90 minutes each. Though only a short course, it is intended to be maximally cost-effective in so far as it aims at areas of potential communication breakdown like "understanding fast spelling and taking messages on the telephone". This is one course that actually appears to have been based on a vocational needs analysis.

In the workbook, brief texts accompany cartoon drawings (something that might seem somewhat inflexible to mature students), and it is a refreshing change to find blanks which are big enough for students to write in. The main impression is of attractive simplicity. One of the exercises (reconstructing a dialogue) is far beyond beginners, but such inappropriate items are few.

The teacher's book is thorough, and gives a "needs profile" of the targeted students as well as a comprehensive functional/structural inventory.

L.S.

Balanced and sound

Checkpoint English. By Norman Whitney. Oxford University Press. Students' Book £2.95. 0 19 454132 4. Teacher's Book £2.50. 454131 2. 2 cassettes 0 19 454132 0.

There are plenty of EFL courses aimed at secondary school students, many of them not particularly satisfactory, and once started not worth the upheaval and expense of changing when the alternative is more of the same. With Checkpoint, OUP may have come up with a course that's worth the upheaval.

Norman Whitney and the designers have obviously paid close attention to the potential users - bored teenagers who've been learning English for several years, but who still can't do much in the language. The design is reminiscent of a teenage magazine, of the course is in preparation. Content-wise, the book is a series of short stories of the kind students are likely to be reading in their own language. The language is up-to-date and natural, both in the book and on the cassettes (the latter is in two parts and reflects the story of the first part).

Teachers will like it too. The syllabus is balanced and sound, containing nine components which are taught and practised individually while being carefully integrated within each unit and through the book's structure, function, vocabulary, study skills, extensive reading, intensive reading, listening, speaking and writing. The 98 pages are packed, yet you feel you have realistically completed the work within the recommended 100 hours per book. The study notes, which highlight language points such as structure, function, question formation, telling the time etc, are a good resource for revision.

The topics and exercises are varied and interesting and, most importantly, involve the students in active participation. Features worthy of particular notice are a sensible, forward-looking approach to the focus on study skills (using a dictionary, organizing homework etc) and the "Checkpoint" at the end of each unit where students evaluate their own progress. A workbook will be published soon.

For once the contents genuinely seem to reflect the claims of the cover blurb.

S.N.

Didactic clarity

In Business. By Graham White and Margaret Kilday. Harrow Student's Book £4.95. 0 245 53803 8. Teacher's book £4.95. 0 245 53804 6.

At first sight In Business is the course which has everything. A closer look confirms this impression.

The 24 main units centre on topic areas: mainly professional, but also social of interest to middle management executives. The language level is a sensible mid-intermediate. The syllabus is clearly defined in terms of language functions: grammatical structures, topics and activities, and although it is written as a loosely graded course, chosen units can also be profitably used independently. All four language skills are practised in a controlled, yet stimulating way. The book is packed with a great variety of interesting information, realistic source material, diagrams, pictures and language exercises, and yet the presentation is both visual and didactic, clear and uncluttered.

S.N.

Down to business

Business World. By Roger Speegle and William B. Giesecke. Oxford University Press £5.50. 0 19 434109 7. Business Communication. By Cynthia Beraford. BBC English by Radio. PO Box 76, Bush House, London WC2. £4.00. Business Talk. By Garoth Hughes, Adrian Pilbeam and Christine West. Longman £2.60. 0 582 74834 8 (plus C60 cassette).

These three books are all aimed at high intermediate level or above. Each is clearly presented and well laid out, and each concentrates on improving one specific language skill in the area of business English.

Perhaps the most comprehensive of the three is *Business World*. Its principal aim is to help students understand business news articles in American English. The articles which introduce each unit are long enough to get your teeth into and are accompanied by explanations of certain key items of vocabulary. There are no comprehension exercises as such - thank goodness. Instead, relevant vocabulary is highlighted and practised and certain "advanced" structures drilled. A section called "Business Communications" introduces a variety of skills such as summarizing note-taking, using graphs and writing letters, memoranda, telegrams etc based on the material from the article. These skills build up over the course. The final sections of each unit motivate the students to use the articles as source material for discussion, problem solving and decision making. The basic format of each of the 14 units is constant, but variety is introduced by the topics in the articles and the necessarily different discussion and decision-making situations.

Business Communication (subtitled "Practical Written English for the Modern Business World") should not be dismissed as just another business letter book. It does indeed cover a comprehensive variety of business letters (as well as related memos, telegrams, adverts etc), but the letters are fully contextualized and students are encouraged to go beyond basic structures and set phrases to evaluate the weight, degree of politeness or severity etc of what they might want to say. The book will be accessible to students of a slightly lower level than the other two, but its main advantage over its business letter competitors is the ingenuity that has gone into the variety of strategies for introducing information.

With the growth of multi-national companies which use English as their in-house language, the one thing even fairly advanced foreign executives still have difficulty with is understanding native speakers on talking. While native speakers are, we hope, attacking the problem from their side, foreigners could get a long way towards solving their problems by working through *Business Talk*. The book centres on a number of discussions and conversations between professional people who talk naturally together in their work situations. They make no concessions to foreign learners. The exploitation of the source material is good: extensive and intensive listening practice, listening for gist, for specific language and for specific information, followed by related productive language work. The material is particularly relevant to in-company training for multi-national too, since most of the discussion is of internal matters rather than dealing with people and situations outside the company.

Susan Norman

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Early call

Breakaway. By David Dolton and Lenart Peterson.
Student's Book One £2.65, 017 555439
0; Teacher's Book One £4.50, 555440
4; Workbook One £1.50, 555441 2.
Cassette One £6.00, 555442 6.
Nelson.

All these books are written for students in the early stages of learning English. *Breakaway* is the first book in yet another course for secondary schools. Four books, the fourth being an optional consolidation book, aim to take students from beginner to intermediate level. This course is lavishly produced with colour photographs and illustrations and an ingenious strip cartoon, which provides built-in extensive reading practice. It should appeal, visually at least, to the average European teenager.

It is interesting to note the various decisions the authors have taken. They have decided to organize the course on a structural basis because, as they explain, most teachers are used to working in this way and few students can "achieve accuracy and so communicate effectively without a sound knowledge of structures". Particular structures are practised in the context of their most useful functions - a sound principle. Matching of structures to functions is clearly shown in the very thorough teacher's book.

The language of personal communication has been chosen rather than any more neutral version. The background to the book is British (although other varieties of English -

Australian, American, etc are included on the tape). The assumption seems to be that most secondary school children are preparing for an imminent visit to Britain or conversation with an English friend, with phrases such as "What's your mum like?". It would be good to think this were the case but we know it is not. It seems a pity that textbooks cannot manage to combine information-giving texts with those designed to exploit adolescent interests and attitudes.

The choice of this particular language variety brings problems. Statement, question and negative forms are introduced for productive use in the first lesson, albeit in short sentences. Is it really fair to expect students to master word order changes so soon? They are encouraged to write contracted forms in order to consolidate spoken use - a practice which in my experience leads to students not knowing when 's' means *has* and when it means *is*.

An attempt has been made to incorporate many of the features of current good language-teaching practice: pair and group work, information transfer (in the workbook), information gap and problem-solving activities. And these are placed alongside the more traditional and well-tried activities of dialogues and drills.

Sensible advice is given about not teaching more than one structure at a time and there is evidence of careful ordering of grammatical items: the present continuous does not appear until the thirteenth of the 15 units. The authors explain that it is not as frequent or useful as the present simple and they therefore, rightly, spend a long time consolidating the use of the latter. The 15 units, incidentally, divide into 8 parts, giving 120 45-minute lessons.



From the "Scorpion" strip cartoon in Breakaway

The teacher's book gives step-by-step advice on method, explains aspects of British culture and has a vast experience of Britain and also has a small section on additional language games.

The same publisher is responsible for a series of supplementary books under the general title, the *Nelson Skills Programme*. *Pen to Paper* is intended for teenagers or young adults with one year's (60-90 hours) English competence. It aims to develop writing skills but as it is structurally graded, it also consolidates and develops vocabulary. In fact, it accomplishes the latter aims rather better than the former.

There are 12 units, each of which provides about 2 hours' work. The teacher could integrate it with a main

course, either structurally or thematically. The topics chosen are mostly fairly standard: "Come to my party", "A day out", "I prefer Biology to Maths", but there are a few units that are slightly different. "West Africa welcomes the Pope", "Eighteen is too young to vote". Variety is offered in the type of writing covered, which ranges from the inevitable (and necessary) description of person, place and activity to writing a report, writing a review and working with information. The blurb states that the book would be suitable for use by students on their own. This is unlikely since there are few guidelines laid down in the text. Learning is presumably supposed to take place through model-following and inference.

Making Sense, on the other hand, which aims to develop the listening skills of the same students, has its own teacher's book. Since it is easier to make listening exciting, this book will probably be more popular than its writing companion. The same functions appear in a more exciting guise: giving instructions, for example, is built into a unit dealing with a police attempt to catch a gang of jewel thieves. Students are given things to do while they listen and this could be a useful supplement to a dull course book.

Between the Lines is the early intermediate book to develop reading skills. Of the three, it seemed the most thorough. Each text is preceded by scanning questions, accompanied on the left by tasks to be completed while reading and on the right by notes which will eventually build a summary. Each of the 10 units includes 2 to 3 hours' work and as well as comprehension questions, there is vocabulary and structure practice - the structures having been clearly defined in the Introduction. The texts are varied - a mixture of the slightly humorous and whimsical with the informative. This is a book to be recommended to students who have not developed a high level of reading competence in their own language and are having to do so through English.

Lastly, a book which can be safely recommended to all language teachers dealing with beginners is *Communication Games*. It is neatly designed to be copied, which explains its apparently high price, and permission for copying is given in the copyright note. A well-written introduction suggests that games should be regarded as an integral part of the syllabus rather than a Friday afternoon extra. They should be seen as the culmination of a particular piece of teaching, giving the students the opportunity to try out recently acquired structures and vocabulary.

Each of the 40 games is based within a specific function but limited to one or two structures and a clearly defined lexical field. Excellent teacher's notes precede the games themselves, giving details of the type of activity, whole class, pairwork, etc, the function and objectives, essential vocabulary, the objectives of the game and how to play it. A whole range of communication games is included: information gap, guessing, search, matching, puzzle-solving, so that if you have not yet got round to finding out what is meant by "communication", here is a good opportunity to do so.

Teresa O'Brien

Fluency v accuracy

The ideal EFL teacher is eclectic by nature, and able to weigh the best compromise between the old, the new, the outlandish, and the promising in educational trends. He or she must therefore be wary of the prominence given to the communicative, or "fluency" approach, which is today underpinned by the might of learned journals, teacher training courses, and the majority of EFL textbooks. A true "fluency" versus "accuracy" debate, a fertile ground for teacher scepticism, has been turned into a rather one-sided affair.

The championing of fluency is a reaction against the belief that language acquisition came about through behaviourist grammar-bashing and habit formation. The latter stressed repetitious drills, the obliteration of error through constant teacher correction, and the ultimate production of an "accurate" English speaker. Unfortunately, such students were often unable to transfer their classroom language skills into the real world. Thus arose the statement, perhaps overstated, of the need to tolerate error, to subordinate structure to utterance, to exchange the teacher-centred universe for a learner-centred one.

A new breed of foreign students was the goal: people who might violate linguistic rules, but who were confident and able to make themselves understood in authentic situations. The teacher was to facilitate not prescribe, monitor not assess. The lip-service, (or even hostility) which any emphasis on accuracy now attracts truly makes the behaviourist teacher feel guilty for having let his students down. Whatever the protestations of equality, fluency is overwhelmingly favoured. So, the communicative teacher feels in the mainstream with applied linguists (who do not have to teach his kind of student), and can select from textbooks sporting such attractive functional units as "apologizing, asking the way, making a complaint, arguing your case" etc.

Unfortunately, the communicative approach is emphatically Western, and alien to the pedagogical expectations and experience of the largest EFL class, Arab world. Middle Eastern classrooms are teacher-centred. English is taught through repetition, rote-learning, acquaintance with grammatical terminology, and heavy dependence on a course book. Arab students hope to find the same situation in the UK, and expect it in-country. Many international EFL examinations they might wish to attempt still stress accuracy. Thus, lack of teacher correction or guidance is seen as opting out and such experiments are not welcome.

The communicative approach involves teacher-designed materials and selection of relevant parts from various textbooks. This appeals and confuses students who prefer working through a coursebook completely. They want neither unturned stones nor a wrestling match with disconnected "authentic" material which they are unable to sequence or classify. Does apologizing come before or after complaining? Grammatical syllabuses are superficially more satisfying. This can even be true in Europe.

Even if textbooks and approach have not been dictated by the language school, the dedicated communicative teacher still finds problems. There is little point in developing fluency in Saudi Arabia (or Finland), where there is no English language environment outside the classroom. Role play may be culturally inappropriate in the Gulf. Pair work offends in Malaysia. Alternatively, if the teacher encourages students in the UK who produce "flawed" English, would he further encourage their plight? Teaching constraints dictate a middle way. There are theoretical errors in the first place. Grammatical errors can be quickly recognized and corrected, but what is a "communicative" error? Can full communication genuinely occur without full accuracy as well?

The communicative approach (like the older emphasis on accuracy) is a language learning fad, and merely a partial answer to a very complex problem. To proclaim its overall superiority is as unwise as trying to eradicate rather than harness the ingrained methodological preferences of Third World students.

Leslie Sheldon

What now?

Crime, Law and Society Project (CLASP)
Kit with files on A Night Out, Car Theft, Shoplifting and Burglary
Price £50 + £2.50 for carriage and insurance
Holmes McDougall Ltd, Allander House, 137-141 Leith Walk, Edinburgh EH6 8NS.

According to the Home Office, the Crime, Law and Society Project (CLASP) is designed to help those "teaching teenagers about the legal system and the effects on both victims and offenders of breaking the law". This ambitious enterprise is undertaken by the use of a bulky and glossy package of literature which tells four different stories of young people committing crimes and their subsequent dealings with the police, the courts, probation officers and social workers. Suitably chastened by considering the perils of a criminal career, young people are then invited to discuss the stories and look at the consequences of crime from the point of view of parents, teachers and the whole range of relevant social agencies.

In each of the fictitious stories the young people who become involved in crime are presented in a considerate and sympathetic way. The reader is given details about them and their family circumstances, and all the crimes - burglary, assault, shoplifting and stealing a car - are well explained and presented. The language used is simple without being patronising and the difficult job of explaining the role of the courts and their sentencing powers is well handled.

Extensive use is made of facsimile material including police witness statements and arrest/summons forms, and other techniques such as role-playing, photographs and cartoons, calculated to make consideration of the problems discussed appealing to a group of 14 to 16-year-olds.

Nevertheless there are some serious omissions. If this project is a genuine attempt to focus the attention of young people on crime, law and society, surely some discussion of the social causes of crime is necessary? Most of the areas in which the project has already been piloted are large towns and cities suffering high rates of youth unemployment.

Forging a bond

Water Life Pack
Three packs for £17; two for £13; one for £8
Environmental Resource Centre, Old Stoughton School, Macdonald Road, Edinburgh, EH7 4NN (tel: 031-557 2335).

You only need to look at a map of the rivers of Britain and compare it with the diminished polluted reality to be convinced of the peril facing animals and plants of the water. The *Water Life Pack* sounds like a survival kit and in a way that's what it is. If that seems too great a claim for this modest sensible (and economical) - there are 12 self-contained (items) little packs, remember the impact that small informed committed groups such as Greenpeace and Friends of the Earth have had on some of the mightiest waters of the earth. The problem with many resource materials is that they take a brilliant idea and develop it into a very effective middle-school class, and I would be surprised to hear of a group who did not find ways of extending the work. The teacher's book is full of sensible and imaginative ideas. The cards, charts, games and experiments are designed for the teacher so a little goes a long way, too, with the ideas a yeast which any class will rise to. Materials like this force for children a bond of intelligent understanding of the environment that many of their elders lack.

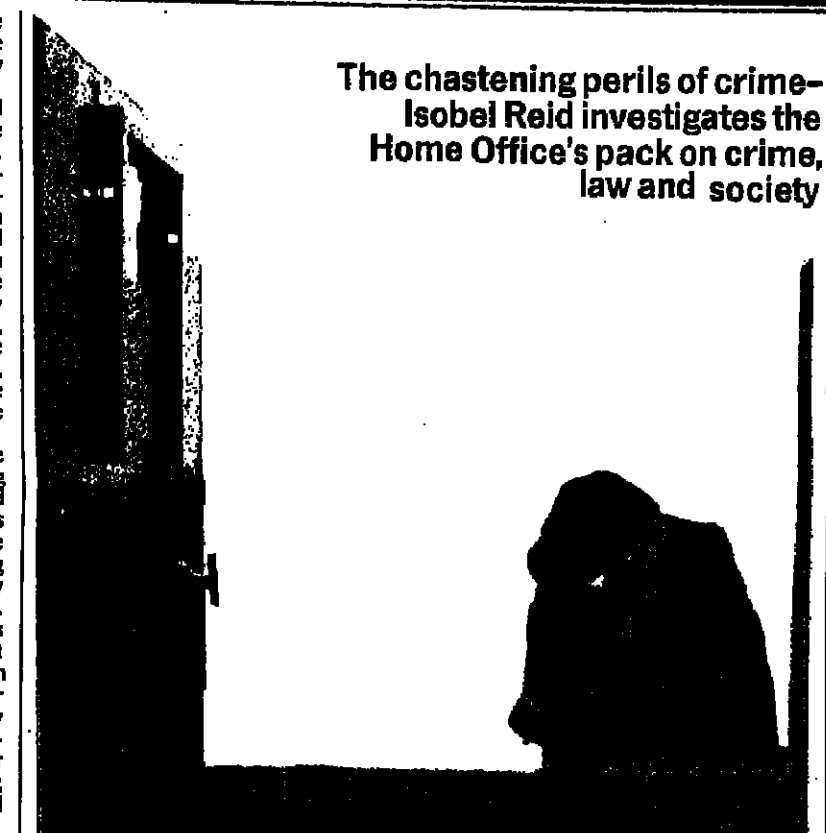
Francesca Greenoak

RESOURCES

chased by the police has caused the positive feelings many young people had towards them to be replaced by strongly negative ones. By the time schools have invested £50 in buying this project, the Police and Criminal Evidence Bill will be law. The Children's Legal Centre, in common with other organizations, is worried that the proposed increase in police powers to arrest, to stop and search, to detain suspects - will worsen the already bad relations between the police and young people, especially young black people in the large cities, many of whom feel the police abuse their existing powers. Curiously, CLASP says next to nothing about the legal rights of young people or where they can seek legal help and advice.

It is a praiseworthy objective of the pack that it seeks to "educate" young people about the role of the police and give them some idea of the pressures and difficulties they work under. The rift between the police and young people is already alarmingly wide; any attempt to close it deserves support. But this is a two-way process. Perhaps a similar educational pack, aimed at the police, should be produced, in which young people could explain their problems and frustrations. Such a flow of information might cause protagonists on both sides to look again at their stereotyped views of each other; perhaps some understanding and tolerance might result as well.

The chastening perils of crime - Isobel Reid investigates the Home Office's pack on crime, law and society



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Applications are invited from suitably qualified and experienced practising Roman Catholics for the Headship of this Group 5 Primary School.
Salary: £11,467 - £12,572 plus Outer London Allowance.
No. on roll: 280.
Application forms and further details available, on receipt of s.a.e. from the Headteacher. Completed application forms to be returned to the Chairman of Governors, The Presbytery, Kings Road, London E4 7HP.
Ref No. P61/787.

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Required for January

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Previous applicants need not re-apply.
Ref. No. P48/770.
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Shropshire Education Committee

PRIMARY HEADSHIP

GROUP 2

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The Governors of the above school are seeking applications from practising Christians for the above post, which will become vacant at the beginning of the Spring Term 1985.
Application forms and further details (and S.A.E.) from: J. Boyers, S.A. County Education Officer, Education Department, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND. Tel: 222615. To whom they should be returned by Tuesday 3rd July 1984.



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PRIMARY HEADSHIPS

continued

EAST SUSSEX

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Moulscombe, Brighton BN4 4GR
Required for January 1st 1985. Headteacher for the Group 6 school. Proposals have been agreed for the reorganisation of schools in the Brighton and Hove area from September 1985, with transfer to secondary education at 11-plus rather than the present 13-plus.
Relocation grants available in approved cases.
Application forms (see enclosed) and further details available from the County Education Officer, Mr. J. A. Jones, County Hall, St. Anne's Crescent, Lewes BN1 1SG by July 6th (11409).

HAMPSHIRE

ST. JOHN'S C.E. FIRST AND MIDDLE SCHOOL
St. Nicholas Street, Portsmouth PO1 5NZ
Required for January 1985.
Application forms and further details available from the County Education Officer, Mr. J. A. Jones, County Hall, St. Anne's Crescent, Lewes BN1 1SG by July 6th (11409).

KIRKLEES

METROPOLITAN COUNCIL DIRECTORATE OF EDUCATION SERVICES
ST. PAUL'S R.C. (A) JUNIOR SCHOOL
Sample Road, Dewsbury, West Yorkshire
Applications are invited from suitably qualified practising Roman Catholic teachers with primary school experience for the Headship of this Group 4 school which caters for the age range 5-11 years.

Appointment will be made from 1st January 1985. The successful candidate will be expected to sign the C.B.C. model contract. Previous applicants need not apply.

Further details (s.a.e.) from the Director of Education, Services, Directorate of Education, Services, St. Paul's R.C. (A) Junior School, Sample Road, Dewsbury, West Yorkshire WF15 1SS (12558).

CHINGFORD HALL PRIMARY SCHOOL

Silver Birch Avenue, London, E4.
Required for January,

Head Teacher

Group 6
Salary £12,284 - £13,497 + Outer London and Social Priority Allowance.

Roll 340 approx. 60 FTE nursery places.
A suitably qualified experienced and enthusiastic teacher required for the headship of this primary school.

Application forms and further details available on receipt of s.a.e. from, and returnable to, the Chief Education Officer, Municipal Offices, High Road, London, E10 5QJ.

Closing date: 8th July, 1984.
Ref: P16/847.

AN EQUAL OPPORTUNITY EMPLOYER

Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status



NORTHAMPTONSHIRE

continued

LINGS LOWER SCHOOL

Haywood Road, Lings, Northampton NN4 4JH
APPOINTMENT OF HEAD TEACHER - GROUP 6
Required for January 1985. Enthusiastic and experienced teacher with a minimum of 5 years' experience in the primary sector. The school is a well established lower school situated in the Eastern district of Northampton.
Closing date - July 6th.

Details and application forms (s.a.e.) from the County Education Officer, Mr. J. A. Jones, County Hall, St. Anne's Crescent, Lewes BN1 1SG by July 6th (11409).

Deputy Headships

Second Masters/Mistresses

BERKSHIRE

ROBINHILL MIDDLE SCHOOL
Elmwood Lane, Slough SL1 3RS
N.O.R. 1/378
Required for January, 1985.
Headteacher for this Group 6 School.
Application forms and further details available from the Headteacher (s.a.e.).
Closing date: 20th July, 1984.
An Equal Opportunity Employer. (16932) 110012

BRENT

LONDON BOROUGH OF BRENT
BRAINTCROFT JUNIOR SCHOOL
MILKING LANE, NW2 7LL
Warner Road, NW2 7LL (Roll 285)

Required from September 1984.
DEPUTY HEAD (Group 6) for the Headteacher (s.a.e.).
Candidates should be enthusiastic to encourage and develop curriculum movement, particularly in World Studies, extending reading skills and computer/technology programmes.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunity Employer.
Application forms (s.a.e.) obtainable from the Headteacher (s.a.e.) by 25th July 1984. (16143) 110012

LORDSHIP LANE INFANT SCHOOL

Lordship Lane, Wood Green, N22 5DP
Tel: (01) 888 6703

DEPUTY HEAD TEACHER

(GROUP 4) required as soon as possible.

Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher.
London Allowance (£987) payable.
Removal expenses - 100% allowed in approved cases.
Further details and Application Forms (s.a.e.) may be obtained from the Chief Education Officer, Education Office, 48-42 Station Road, Wood Green, London, N22 4TY, to whom forms should be returned by 6th July, 1984. (1488)



Haringey is an equal opportunity employer. We welcome your application which will be considered on merit irrespective of race, marital status, sex or any disability you may have.

London Borough of ENFIELD

EDUCATION DEPARTMENT

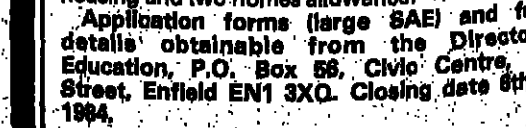
TOTTENHALL INFANTS SCHOOL

Tottenham Road, London N13 6HX
Group 4 Roll 211 plus Nursery Class

DEPUTY HEADSHIP

The above post will become vacant due to the early retirement of the present deputy and applications are invited for appointment in September 1984, or as soon as possible. This is a re-advertisement and previous applicants will be reconsidered.

London Allowance £845. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms (large SAE) and further details obtainable from the Director of Education, P.O. Box 35, Civic Centre, Silver Street, Enfield EN1 3XQ. Closing date 8th July 1984. (11001)



BUCKINGHAMSHIRE

continued

MILTON MARRS AREA

STANTON COUNTY MIDDLE SCHOOL
Fairfax, Bradville, Milton Keynes MK13 7SE
DEPUTY HEADTEACHER - GROUP 6
Required for January 1985. Enthusiastic and experienced teacher with a minimum of 5 years' experience in the primary sector. The school is a well established middle school situated in the Eastern district of Northampton.
Closing date - July 6th.

Details and application forms (s.a.e.) from the County Education Officer, Mr. J. A. Jones, County Hall, St. Anne's Crescent, Lewes BN1 1SG by July 6th (11409).

Deputy Headships

Second Masters/Mistresses

BUCKINGHAMSHIRE

ROBINHILL MIDDLE SCHOOL
Elmwood Lane, Slough SL1 3RS
N.O.R. 1/378
Required for January, 1985.
Headteacher for this Group 6 School.
Application forms and further details available from the Headteacher (s.a.e.).
Closing date: 20th July, 1984.
An Equal Opportunity Employer. (16932) 110012

BRENT

LONDON BOROUGH OF BRENT
BRAINTCROFT JUNIOR SCHOOL
MILKING LANE, NW2 7LL
Warner Road, NW2 7LL (Roll 285)

Required from September 1984.
DEPUTY HEAD (Group 6) for the Headteacher (s.a.e.).
Candidates should be enthusiastic to encourage and develop curriculum movement, particularly in World Studies, extending reading skills and computer/technology programmes.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunity Employer.
Application forms (s.a.e.) obtainable from the Headteacher (s.a.e.) by 25th July 1984. (16143) 110012

LORDSHIP LANE INFANT SCHOOL

Lordship Lane, Wood Green, N22 5DP
Tel: (01) 888 6703

DEPUTY HEAD TEACHER

(GROUP 4) required as soon as possible.

Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher.
London Allowance (£987) payable.
Removal expenses - 100% allowed in approved cases.
Further details and Application Forms (s.a.e.) may be obtained from the Chief Education Officer, Education Office, 48-42 Station Road, Wood Green, London, N22 4TY, to whom forms should be returned by 6th July, 1984. (1488)



Haringey is an equal opportunity employer. We welcome your application which will be considered on merit irrespective of race, marital status, sex or any disability you may have.

THE TIMES EDUCATIONAL SUPPLEMENT 22.6.84

PRIMARY DEPUTY HEADSHIPS

continued

CAMBRIDGESHIRE

ST. MARY'S C.E. PRIMARY SCHOOL
St. Mary's Street, Farnborough
Required for January 1985. Enthusiastic and experienced teacher with a minimum of 5 years' experience in the primary sector. The school is a well established primary school situated in the Eastern district of Northampton.
Closing date - July 6th.

Details and application forms (s.a.e.) from the County Education Officer, Mr. J. A. Jones, County Hall, St. Anne's Crescent, Lewes BN1 1SG by July 6th (11409).

Deputy Headships

Second Masters/Mistresses

CAMBRIDGESHIRE

ST. MARY'S C.E. PRIMARY SCHOOL
St. Mary's Street, Farnborough
Required for January 1985. Enthusiastic and experienced teacher with a minimum of 5 years' experience in the primary sector. The school is a well established primary school situated in the Eastern district of Northampton.
Closing date - July 6th.

Details and application forms (s.a.e.) from the County Education Officer, Mr. J. A. Jones, County Hall, St. Anne's Crescent, Lewes BN1 1SG by July 6th (11409).

Application forms and further details available from the County Education Officer, Mr. J. A. Jones, County Hall, St. Anne's Crescent, Lewes BN1 1SG by July 6th (11409).

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ESSEX

continued

CHIGWELL COUNTY

CHIGWELL COUNTY PRIMARY SCHOOL
Chigwell, Essex
Required for January 1985. Enthusiastic and experienced teacher with a minimum of 5 years' experience in the primary sector. The school is a well established primary school situated in the Eastern district of Northampton.
Closing date - July 6th.

Details and application forms (s.a.e.) from the County Education Officer, Mr. J. A. Jones, County Hall, St. Anne's Crescent, Lewes BN1 1SG by July 6th (11409).

Deputy Headships

Second Masters/Mistresses

ESSEX

CHIGWELL COUNTY PRIMARY SCHOOL
Chigwell, Essex
Required for January 1985. Enthusiastic and experienced teacher with a minimum of 5 years' experience in the primary sector. The school is a well established primary school situated in the Eastern district of Northampton.
Closing date - July 6th.

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HERTFORDSHIRE

continued

CHALK DELL INFANTS

CHALK DELL INFANTS SCHOOL
Chalk Dell, Hertford
Required for January 1985. Enthusiastic and experienced teacher with a minimum of 5 years' experience in the primary sector. The school is a well established primary school situated in the Eastern district of Northampton.
Closing date - July 6th.

Details and application forms (s.a.e.) from the County Education Officer, Mr. J. A. Jones, County Hall, St. Anne's Crescent, Lewes BN1 1SG by July 6th (11409).

Deputy Headships

Second Masters/Mistresses

HERTFORDSHIRE

CHALK DELL INFANTS SCHOOL
Chalk Dell, Hertford
Required for January 1985. Enthusiastic and experienced teacher with a minimum of 5 years' experience in the primary sector. The school is a well established primary school situated in the Eastern district of Northampton.
Closing date - July 6th.

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Application forms and further details available from the County Education Officer, Mr. J. A. Jones, County Hall, St. Anne's Crescent, Lewes BN1 1

employer

CHRISTOPHER LODGE
Elementary Teacher of General
Education
1980 - 1981 (1980) - 1981

of Corruption Officer, Los Angeles, California, Head of Bureau of Police, Los Angeles, California, 1934-1935, 1936-1937, 1938-1939, 1940-1941, 1942-1943, 1944-1945, 1946-1947, 1948-1949, 1950-1951, 1952-1953, 1954-1955, 1956-1957, 1958-1959, 1960-1961, 1962-1963, 1964-1965, 1966-1967, 1968-1969, 1970-1971, 1972-1973, 1974-1975, 1976-1977, 1978-1979, 1980-1981, 1982-1983, 1984-1985, 1986-1987, 1988-1989, 1990-1991, 1992-1993, 1994-1995, 1996-1997, 1998-1999, 2000-2001, 2002-2003, 2004-2005, 2006-2007, 2008-2009, 2010-2011, 2012-2013, 2014-2015, 2016-2017, 2018-2019, 2020-2021, 2022-2023, 2024-2025, 2026-2027, 2028-2029, 2030-2031, 2032-2033, 2034-2035, 2036-2037, 2038-2039, 2040-2041, 2042-2043, 2044-2045, 2046-2047, 2048-2049, 2050-2051, 2052-2053, 2054-2055, 2056-2057, 2058-2059, 2060-2061, 2062-2063, 2064-2065, 2066-2067, 2068-2069, 2070-2071, 2072-2073, 2074-2075, 2076-2077, 2078-2079, 2080-2081, 2082-2083, 2084-2085, 2086-2087, 2088-2089, 2090-2091, 2092-2093, 2094-2095, 2096-2097, 2098-2099, 2100-2101, 2102-2103, 2104-2105, 2106-2107, 2108-2109, 2110-2111, 2112-2113, 2114-2115, 2116-2117, 2118-2119, 2120-2121, 2122-2123, 2124-2125, 2126-2127, 2128-2129, 2130-2131, 2132-2133, 2134-2135, 2136-2137, 2138-2139, 2140-2141, 2142-2143, 2144-2145, 2146-2147, 2148-2149, 2150-2151, 2152-2153, 2154-2155, 2156-2157, 2158-2159, 2160-2161, 2162-2163, 2164-2165, 2166-2167, 2168-2169, 2170-2171, 2172-2173, 2174-2175, 2176-2177, 2178-2179, 2180-2181, 2182-2183, 2184-2185, 2186-2187, 2188-2189, 2190-2191, 2192-2193, 2194-2195, 2196-2197, 2198-2199, 2200-2201, 2202-2203, 2204-2205, 2206-2207, 2208-2209, 2210-2211, 2212-2213, 2214-2215, 2216-2217, 2218-2219, 2220-2221, 2222-2223, 2224-2225, 2226-2227, 2228-2229, 2230-2231, 2232-2233, 2234-2235, 2236-2237, 2238-2239, 2240-2241, 2242-2243, 2244-2245, 2246-2247, 2248-2249, 2250-2251, 2252-2253, 2254-2255, 2256-2257, 2258-2259, 2260-2261, 2262-2263, 2264-2265, 2266-2267, 2268-2269, 2270-2271, 2272-2273, 2274-2275, 2276-2277, 2278-2279, 2280-2281, 2282-2283, 2284-2285, 2286-2287, 2288-2289, 2290-2291, 2292-2293, 2294-2295, 2296-2297, 2298-2299, 2300-2301, 2302-2303, 2304-2305, 2306-2307, 2308-2309, 2310-2311, 2312-2313, 2314-2315, 2316-2317, 2318-2319, 2320-2321, 2322-2323, 2324-2325, 2326-2327, 2328-2329, 2330-2331, 2332-2333, 2334-2335, 2336-2337, 2338-2339, 2340-2341, 2342-2343, 2344-2345, 2346-2347, 2348-2349, 2350-2351, 2352-2353, 2354-2355, 2356-2357, 2358-2359, 2360-2361, 2362-2363, 2364-2365, 2366-2367, 2368-2369, 2370-2371, 2372-2373, 2374-2375, 2376-2377, 2378-2379, 2380-2381, 2382-2383, 2384-2385, 2386-2387, 2388-2389, 2390-2391, 2392-2393, 2394-2395, 2396-2397, 2398-2399, 2400-2401, 2402-2403, 2404-2405, 2406-2407, 2408-2409, 2410-2411, 2412-2413, 2414-2415, 2416-2417, 2418-2419, 2420-2421, 2422-2423, 2424-2425, 2426-2427, 2428-2429, 2430-2431, 2432-2433, 2434-2435, 2436-2437, 2438-2439, 2440-2441, 2442-2443, 2444-2445, 2446-2447, 2448-2449, 2450-2451, 2452-2453, 2454-2455, 2456-2457, 2458-2459, 2460-2461, 2462-2463, 2464-2465, 2466-2467, 2468-2469, 2470-2471, 2472-2473, 2474-2475, 2476-2477, 2478-2479, 2480-2481, 2482-2483, 2484-2485, 2486-2487, 2488-2489, 2490-2491, 2492-2493, 2494-2495, 2496-2497, 2498-2499, 2500-2501, 2502-2503, 2504-2505, 2506-2507, 2508-2509, 2510-2511, 2512-2513, 2514-2515, 2516-2517, 2518-2519, 2520-2521, 2522-2523, 2524-2525, 2526-2527, 2528-2529, 2530-2531, 2532-2533, 2534-2535, 2536-2537, 2538-2539, 2540-2541, 2542-2543, 2544-2545, 2546-2547, 2548-2549, 2550-2551, 2552-2553, 2554-2555, 2556-2557, 2558-2559, 2560-2561, 2562-2563, 2564-2565, 2566-2567, 2568-2569, 2570-2571, 2572-2573, 2574-2575, 2576-2577, 2578-2579, 2580-2581, 2582-2583, 2584-2585, 2586-2587, 2588-2589, 2590-2591, 2592-2593, 2594-2595, 2596-2597, 2598-2599, 2600-2601, 2602-2603, 2604-2605, 2606-2607, 2608-2609, 2610-2611, 2612-2613, 2614-2615, 2616-2617, 2618-2619, 2620-2621, 2622-2623, 2624-2625, 2626-2627, 2628-2629, 2630-2631, 2632-2633, 2634-2635, 2636-2637, 2638-2639, 2640-2641, 2642-2643, 2644-2645, 2646-2647, 2648-2649, 2650-2651, 2652-2653, 2654-2655, 2656-2657, 2658-2659, 2660-2661, 2662-2663, 2664-2665, 2666-2667, 2668-2669, 2670-2671, 2672-2673, 267

to whom letters of application, with curriculum vitae and names and addresses of two references, should be sent as soon as possible.

122186

Education
and middle school.
Apply at once to the Head
teacher, giving full curriculum
statement, names and addresses of
three good referees, a 1000

EQUAL OPPORTUNITIES POLICY

Applications are welcome from st

ably qualified and an experienced p

pte regardless of race, ethnic origin

religion, sex, marital status or

...ability

WOLVERHAMPTON

BROOKWOOD COUNCIL
EDUCATION COMMITTEE
HALL GREEN HIGH SCHOOL
Required for September 1984.
This Scale 1 post will be
temporary for one year. Full
time appointment and offers
the opportunity to join an
integrated Humanities course
in the Lower School. The suc-
cessful candidate will teach
throughout this 11-16 school
of 1000 pupils specifically
tailored to the Humanities
ment. The Humanities
course and with Social Sci-
ences to 16 plus and CSE level.
Application forms are avail-
able from the Director of
Education, Education Depart-
ment, City Centre, St Peter's
Square, Wolverhampton WV1
1AR to whom they should be
returned, within 14 days of
this advertisement. (SAE
Please)

Wolverhampton Council
welcomes applications from
all sections of the community
irrespective of an individual's
race, ethnic origin or colour
and from people with disabil-
ties who have the necessary
attributes to do the job.
(15636) 136922

Unless otherwise stated the following posts are required for September 1984. Forms
and details are available from the Head of the school on receipt of S.A.E.
Closing date: 10th July 1984.

SECONDARY: HEADSHIP GROUP 11

DEATON SCHOOL, Market Rasen, Lincs. NOR 1089 including 200 in Sixth Form. (Voluntary
Controlled 11-18). Appointment for January 1985. Applications are invited from graduates
of seven experience who possess initiative and vision. This is an educational comprehensive
school with 70 teaching places. Head's house available. S.A.E. for application form and details
to: Divisional Education Officer, Divisional Education Office, Eastfield House, Eastfield Road,
Leeds, Lincs. LN11 1TH. Previous applicants should confirm continued interest. Closing date:
10th July 1984.

SECONDARY: SECOND MASTER/MISTRESS GROUP 3

BURTON COUNCIL SECONDARY SCHOOL, Edinburg Road, Burton, Lincs. NOR 820
Closing date: 6th July 1984.

PRIMARY: DEPUTY HEADTEACHER GROUP 4

BOSTON ST. MARY'S RC AIDED PRIMARY SCHOOL, Ashwell Drive, Boston, Lincs.
PE1 2PU. Forms to be returned as soon as possible.

SECONDARY: SCALE 4 POST

ST JOHN BLEDD BOYS' HIGH SCHOOL, Palmer Gardens, Spalding, Lincs. PE11 2EF.
NOR 707

C.D.T. - Head of Department required for September 1984 or January 1985 in the new,
purpose built, multi-media facility opening this year. Forms to be returned as soon as possible.

PRIMARY: SCALE 3 POST

KIRTON COUNTRY PRIMARY SCHOOL, Off Station Road, Kirton, Boston, Lincs. PE10 1HY.
NOR 432

ASSISTANT TEACHER - required with responsibility for Maths with some musical
support and to teach upper juniors. Forms to be returned as soon as possible.

SECONDARY: SCALE 2 POST

KING EDWARD VI SCHOOL, Edward Street, Louth, Lincs. LN11 8LL. NOR 420 220 in Sixth
Form.

FRENCH - Graduate teacher required for 'O' and 'A' level work throughout this 14-18 school
with a very strong academic tradition. 10-12 and PLW Courses are also used. Subsidy
bonus on admission. Scale 2 post for a suitable applicant but applications welcomed from new
entrants to the profession. Forms to be returned as soon as possible.

SECONDARY: SCALE 1 POSTS

YIPPOUGHAM HIGH SCHOOL, Westfield Road, Lincoln LN9 3PP. NOR 1100.

PHYSICS - Graduate required for the post of assistant teacher to teach Physics and/or
Chemistry throughout the school. An interest in electronics an advantage. Closing date: 2nd July
1984.

ENGLISH - Assistant teacher required, preferably to teach to 'O' level.

MUSIC - Assistant teacher required with subsidiary subject in the arranged (full or part-time).
English & Religious Education - Assistant teacher required for the lower
school.

OPPLEHAM HIGH SCHOOL, Stopped, Spalding, Lincs. PE11 2PA. NOR 731 (140 in Sixth
Form).

CLASSICS - Graduate teacher required to teach Latin and Greek to 'O' and 'A' level. A Scale
2 appointment is available for a suitable applicant who can replace the school library. Forms
to be returned as soon as possible.

CHURCH'S HOSPITAL SCHOOL, Wharfedale Road, Lincoln LN9 4PP. NOR 1400

SCIENCE - Assistant teacher required for the lower school with an interest in Physics. Scale
2 post may be available.

BOYS' PHYSICAL EDUCATION - Assistant teacher required with subsidiary
performance.

GIRLS' PHYSICAL EDUCATION - Assistant teacher required with subsidiary
performance.

ENGLISH & FRENCH - Assistant teacher required to teach these subjects in CSE level.

GEOGRAPHY & RELIGIOUS EDUCATION - Assistant teacher required to teach
these subjects in CSE level.

THE CITY SCHOOL, Southwell Road, Lincoln LN9 6PP. NOR 873

FRENCH & GERMAN - Assistant teacher required to teach to 'O' level and one language
to 'A' level. Closing date: 2nd July 1984.

RELIGIOUS EDUCATION - Assistant teacher required to teach throughout the school
and to CSE level. Applications should be sent to the Headmaster in lower forms.

SOUTH PARK HIGH SCHOOL, Crown Court Hill, Lincoln LN9 6PP. NOR 773

ENGLISH - Assistant teacher required to teach to CSE level.

GIRLS' PHYSICAL EDUCATION - Assistant teacher required with a subsidiary
subject to be approved.

HOME ECONOMICS - Assistant teacher required with a subsidiary subject to be
approved.

ST JOHN BLEDD BOYS' SCHOOL, Nether Gardens, Spalding, Lincs. PE11 2EF. NOR 707

C.D.T. - Assistant teacher required. Forms to be returned as soon as possible.

Lincolnshire
County Council

Home Economics

Heads of Department

BERKSHIRE

PUTNEY PLATE COMPREHENSIVE SCHOOL
Putney Road, Reading, RG2 7NQ
N.O.R. 1070
Required for January or Sep-
tember 1984. The successful
candidate will be responsible for
the Home Economics Depart-
ment. The successful candidate
will be responsible for the
Home Economics Department.
Further details and applica-
tion forms are available from
the Director of Education,
Education Department, City
Centre, Reading, RG1 1AA.
Closing date: 10th July 1984.

Wolverhampton Council
welcomes applications from
all sections of the community
irrespective of an individual's
race, ethnic origin or colour
and from people with disabil-
ties who have the necessary
attributes to do the job.
(15636) 136922

Unless otherwise stated the following posts are required for September 1984. Forms
and details are available from the Head of the school on receipt of S.A.E.
Closing date: 10th July 1984.

SECONDARY: HEADSHIP GROUP 11

DEATON SCHOOL, Market Rasen, Lincs. NOR 1089 including 200 in Sixth Form. (Voluntary
Controlled 11-18). Appointment for January 1985. Applications are invited from graduates
of seven experience who possess initiative and vision. This is an educational comprehensive
school with 70 teaching places. Head's house available. S.A.E. for application form and details
to: Divisional Education Officer, Divisional Education Office, Eastfield House, Eastfield Road,
Leeds, Lincs. LN11 1TH. Previous applicants should confirm continued interest. Closing date:
10th July 1984.

SECONDARY: SECOND MASTER/MISTRESS GROUP 3

BURTON COUNCIL SECONDARY SCHOOL, Edinburg Road, Burton, Lincs. NOR 820
Closing date: 6th July 1984.

PRIMARY: DEPUTY HEADTEACHER GROUP 4

BOSTON ST. MARY'S RC AIDED PRIMARY SCHOOL, Ashwell Drive, Boston, Lincs.
PE1 2PU. Forms to be returned as soon as possible.

SECONDARY: SCALE 4 POST

ST JOHN BLEDD BOYS' HIGH SCHOOL, Palmer Gardens, Spalding, Lincs. PE11 2EF.
NOR 707

C.D.T. - Head of Department required for September 1984 or January 1985 in the new,
purpose built, multi-media facility opening this year. Forms to be returned as soon as possible.

PRIMARY: SCALE 3 POST

KIRTON COUNTRY PRIMARY SCHOOL, Off Station Road, Kirton, Boston, Lincs. PE10 1HY.
NOR 432

ASSISTANT TEACHER - required with responsibility for Maths with some musical
support and to teach upper juniors. Forms to be returned as soon as possible.

SECONDARY: SCALE 2 POST

KING EDWARD VI SCHOOL, Edward Street, Louth, Lincs. LN11 8LL. NOR 420 220 in Sixth
Form.

FRENCH - Graduate teacher required for 'O' and 'A' level work throughout this 14-18 school
with a very strong academic tradition. 10-12 and PLW Courses are also used. Subsidy
bonus on admission. Scale 2 post for a suitable applicant but applications welcomed from new
entrants to the profession. Forms to be returned as soon as possible.

SECONDARY: SCALE 1 POSTS

YIPPOUGHAM HIGH SCHOOL, Westfield Road, Lincoln LN9 3PP. NOR 1100.

PHYSICS - Graduate required for the post of assistant teacher to teach Physics and/or
Chemistry throughout the school. An interest in electronics an advantage. Closing date: 2nd July
1984.

ENGLISH - Assistant teacher required, preferably to teach to 'O' level.

MUSIC - Assistant teacher required with subsidiary subject in the arranged (full or part-time).
English & Religious Education - Assistant teacher required for the lower
school.

OPPLEHAM HIGH SCHOOL, Stopped, Spalding, Lincs. PE11 2PA. NOR 731 (140 in Sixth
Form).

CLASSICS - Graduate teacher required to teach Latin and Greek to 'O' and 'A' level. A Scale
2 appointment is available for a suitable applicant who can replace the school library. Forms
to be returned as soon as possible.

CHURCH'S HOSPITAL SCHOOL, Wharfedale Road, Lincoln LN9 4PP. NOR 1400

SCIENCE - Assistant teacher required for the lower school with an interest in Physics. Scale
2 post may be available.

BOYS' PHYSICAL EDUCATION - Assistant teacher required with subsidiary
performance.

GIRLS' PHYSICAL EDUCATION - Assistant teacher required with subsidiary
performance.

ENGLISH & FRENCH - Assistant teacher required to teach these subjects in CSE level.

GEOGRAPHY & RELIGIOUS EDUCATION - Assistant teacher required to teach
these subjects in CSE level.

THE CITY SCHOOL, Southwell Road, Lincoln LN9 6PP. NOR 873

FRENCH & GERMAN - Assistant teacher required to teach to 'O' level and one language
to 'A' level. Closing date: 2nd July 1984.

RELIGIOUS EDUCATION - Assistant teacher required to teach throughout the school
and to CSE level. Applications should be sent to the Headmaster in lower forms.

SOUTH PARK HIGH SCHOOL, Crown Court Hill, Lincoln LN9 6PP. NOR 773

ENGLISH - Assistant teacher required to teach to CSE level.

GIRLS' PHYSICAL EDUCATION - Assistant teacher required with a subsidiary
subject to be approved.

HOME ECONOMICS - Assistant teacher required with a subsidiary subject to be
approved.

ST JOHN BLEDD BOYS' SCHOOL, Nether Gardens, Spalding, Lincs. PE11 2EF. NOR 707

C.D.T. - Assistant teacher required. Forms to be returned as soon as possible.

Lincolnshire
County Council

Scale 2 Posts and above

BRENT

LONDON BOROUGH OF
BRENT
EDUCATION COMMITTEE
Required for September 1984.
This Scale 2 post will be
temporary for one year. Full
time appointment and offers
the opportunity to join an
integrated Humanities course
in the Lower School. The suc-
cessful candidate will teach
throughout this 11-16 school
of 1000 pupils specifically
tailored to the Humanities
ment. The Humanities
course and with Social Sci-
ences to 16 plus and CSE level.
Application forms are avail-
able from the Director of
Education, Education Depart-
ment, City Centre, St Peter's
Square, Wolverhampton WV1
1AR to whom they should be
returned, within 14 days of
this advertisement. (SAE
Please)

Wolverhampton Council
welcomes applications from
all sections of the community
irrespective of an individual's
race, ethnic origin or colour
and from people with disabil-
ties who have the necessary
attributes to do the job.
(15636) 136922

Unless otherwise stated the following posts are required for September 1984. Forms
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SECONDARY: HEADSHIP GROUP 11

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Leeds, Lincs. LN11 1TH. Previous applicants should confirm continued interest. Closing date:
10th July 1984.

SECONDARY: SECOND MASTER/MISTRESS GROUP 3

BURTON COUNCIL SECONDARY SCHOOL, Edinburg Road, Burton, Lincs. NOR 820
Closing date: 6th July 1984.

PRIMARY: DEPUTY HEADTEACHER GROUP 4

BOSTON ST. MARY'S RC AIDED PRIMARY SCHOOL, Ashwell Drive, Boston, Lincs.
PE1 2PU. Forms to be returned as soon as possible.

SECONDARY: SCALE 4 POST

ST JOHN BLEDD BOYS' HIGH SCHOOL, Palmer Gardens, Spalding, Lincs. PE11 2EF.
NOR 707

C.D.T. - Head of Department required for September 1984 or January 1985 in the new,
purpose built, multi-media facility opening this year. Forms to be returned as soon as possible.

PRIMARY: SCALE 3 POST

KIRTON COUNTRY PRIMARY SCHOOL, Off Station Road, Kirton, Boston, Lincs. PE10 1HY.
NOR 432

ASSISTANT TEACHER - required with responsibility for Maths with some musical
support and to teach upper juniors. Forms to be returned as soon as possible.

SECONDARY: SCALE 2 POST

KING EDWARD VI SCHOOL, Edward Street, Louth, Lincs. LN11 8LL. NOR 420 220 in Sixth
Form.

FRENCH - Graduate teacher required for 'O' and 'A' level work throughout this 14-18 school
with a very strong academic tradition. 10-12 and PLW Courses are also used. Subsidy
bonus on admission. Scale 2 post for a suitable applicant but applications welcomed from new
entrants to the profession. Forms to be returned as soon as possible.

SECONDARY: SCALE 1 POSTS

YIPPOUGHAM HIGH SCHOOL, Westfield Road, Lincoln LN9 3PP. NOR 1100.

PHYSICS - Graduate required for the post of assistant teacher to teach Physics and/or
Chemistry throughout the school. An interest in electronics an advantage. Closing date: 2nd July
1984.

ENGLISH - Assistant teacher required, preferably to teach to 'O' level.

MUSIC - Assistant teacher required with subsidiary subject in the arranged (full or part-time).
English & Religious Education - Assistant teacher required for the lower
school.

OPPLEHAM HIGH SCHOOL, Stopped, Spalding, Lincs. PE11 2PA. NOR 731 (140 in Sixth
Form).

CLASSICS - Graduate teacher required to teach Latin and Greek to 'O' and 'A' level. A Scale
2 appointment is available for a suitable applicant who can replace the school library. Forms
to be returned as soon as possible.

CHURCH'S HOSPITAL SCHOOL, Wharfedale Road, Lincoln LN9 4PP. NOR 1400

SCIENCE - Assistant teacher required for the lower school with an interest in Physics. Scale
2 post may be available.

BOYS' PHYSICAL EDUCATION - Assistant teacher required with subsidiary
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GIRLS' PHYSICAL EDUCATION - Assistant teacher required with subsidiary
performance.

ENGLISH & FRENCH - Assistant teacher required to teach these subjects in CSE level.

GEOGRAPHY & RELIGIOUS EDUCATION - Assistant teacher required to teach
these subjects in CSE level.

THE CITY SCHOOL, Southwell Road, Lincoln LN9 6PP. NOR 873

FRENCH & GERMAN - Assistant teacher required to teach to 'O' level and one language
to 'A' level. Closing date: 2nd July 1984.

RELIGIOUS EDUCATION - Assistant teacher required to teach throughout the school
and to CSE level. Applications should be sent to the Headmaster in lower forms.

SOUTH PARK HIGH SCHOOL, Crown Court Hill, Lincoln LN9 6PP. NOR 773

ENGLISH - Assistant teacher required to teach to CSE level.

GIRLS' PHYSICAL EDUCATION - Assistant teacher required with a subsidiary
subject to be approved.

HOME ECONOMICS - Assistant teacher required with a subsidiary subject to be
approved.

ST JOHN BLEDD BOYS' SCHOOL, Nether Gardens, Spalding, Lincs. PE11 2EF. NOR 707

C.D.T. - Assistant teacher required. Forms to be returned as soon as possible.

Lincolnshire
County Council

Unless otherwise stated the following posts are required for September 1984. Forms
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NOR 707

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NOR 432

ASSISTANT TEACHER - required with responsibility for Maths with some musical
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SECONDARY: SCALE 2 POST

KING EDWARD VI SCHOOL, Edward Street, Louth, Lincs. LN11 8LL. NOR 420 220 in Sixth
Form.

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SECONDARY: SCALE 1 POSTS

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PHYSICS - Graduate required for the post of assistant teacher to teach Physics and/or
Chemistry throughout the school. An interest in electronics an advantage. Closing date: 2nd July
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ENGLISH - Assistant teacher required, preferably to teach to 'O' level.

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Form).

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performance.

ENGLISH & FRENCH - Assistant teacher required to teach these subjects in CSE level.

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these subjects in CSE level.

THE CITY SCHOOL, Southwell Road, Lincoln LN9 6PP. NOR 873

FRENCH & GERMAN - Assistant teacher required to teach to 'O' level and one language
to 'A' level. Closing date: 2nd July 1984.

RELIGIOUS EDUCATION - Assistant teacher required to teach throughout the school
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SOUTH PARK HIGH SCHOOL, Crown Court Hill, Lincoln LN9 6PP. NOR 773

ENGLISH - Assistant teacher required to teach to CSE level.

GIRLS' PHYSICAL EDUCATION - Assistant teacher required with a subsidiary
subject to be approved.

HOME ECONOMICS - Assistant teacher required with a subsidiary subject to be
approved.

ST JOHN BLEDD BOYS' SCHOOL, Nether Gardens, Spalding, Lincs. PE11 2EF. NOR 707

C.D.T. - Assistant teacher required. Forms to be returned as soon as possible.

Lincolnshire
County Council

Scale 2 Posts and above

BRENT

Cheshire
Application forms for

Required for September 1984, a qualified teacher of **BOYS' P.E. and GAMES**. This is temporary (one-year) post but Scale 2 is available for suitable applicant.

Letters of application (in formal) containing C.V. and names of three referees to the Headteacher, the school (s.a.s. please) (15968) 154223

WARWICKSHIRE

(12 - 16 mixed secondary,
300 on roll)

Required for September
1967: 1. Qualified teacher of
BOYS' P.E. and O.A.B.
Scale 1. Ability to teach
able Mathematics destr-

Letters of application
(no forms) containing C.V.,
and the names of two re-
ferees should be sent as
soon as possible to the
Headteacher at 13569
(s.e.s. please) 134222

STEYNING GRAMMAR
SCHOOL
Steining
Southern Area
Co-educational, Voluntary
Controlled, C.E.
11-12 Day and Boarding.
Roll 2230
(including 180 boy boarders
and 360 in Sixth Form)
Began September 1964
of BOYS' PHYSICAL EDUCATION
WITH CRAFT as the re-
quired second subject.
Application by letter to
Headmaster enclosing C.V.
and names and addresses of
two referees. (15722) 13482

Three Bridges, Crawley,
Sussex
SCALE 1
Required for September
Graduate Teacher of SOV
P.E. in this well-established
school, a comprehensive school
Teacher to teach an assessed
whole age range for cand
dates able to offer a varied
curriculum. Applicants deta
mined to teach an assessed
subject particularly welcome
For format and details
Headmaster of the school
foolscap p.a.s.c. Close of ap
14 days after appearance
advertisement. (1653)

DORCAN SCHOOL
St. Paul's Drive,
Covinstan, Swindon SN3
5DA

Head Teacher: Miss J.E.
Smith, M.A.

11 - 16 Comprehensive
School, Swindon, N.G.
- September 1965 - 1985

Required September
1985 - 1 Teacher of
Physical Education, mainly
for girls.

The school has excellent facilities; sports hall, gymnasium, indoor pool and

Letter of application,
 c.v., and names and
 addresses of two referees
 to the Head Teacher at the
 school before 30th June,
 1984. (15603) 154222

WILTSHIRE
WARNEFORD SCHOOL
 Marlborough Road,
 Highworth, Winton SN6
 1BZ
 Headteacher: Mr R.M.

September 1984 - 811

Required September 1984. Scale 1 teacher of Boys' Physical Education and Mathematics.

Letter of application, 3 references and names and addresses of two referees to the Headteacher at the school as soon as possible. (15504) 14325

WILTSHIRE

OAKFIELDS SCHOOL

Budapest
 Estimated N.O.R.
 September, 1984 148
 Required September
 1984: Scale One Teacher
 of Boys P.R. Please state
 other subjects offered.
 Letter of application,
 C.V., and names and
 addresses of two referees
 to the Head Teacher at the
 school as soon as possible.
 1984 1984

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67

LONDON E7
T. ANGELA'S URSULINE
CONVENT
 Vacancies. London E7.
GIRLS' COMPREHENSIVE
TEACHERS' SCHOOL ROLL
 Required September 1955
 for Geography and Science
 Please apply in writing
 Headquarters giving name
 and address of two referees
 and enclosing s.a.e. (10355) 13562

LONDON
THE SKINNERS'
SCHOOL FOR
GIRLS
 111 Stamford Hill, London
 N16 8BE
 Tel. No: 01-800 7411
 Required in September
 Full-time teacher (Scale 1)
 with good command of English
 girls in the first, second, and
 third years who, for differing
 reasons, are not suitable for
 main school.
 Write for telephone form
 further details. (7025) 13552

NEWHAM

NEWHAM
CUMBERLAND SCHOOL

Prince Regent Lane, London,
 E15 8SQ
 Head Teacher: J.A.
 McDonald
 Number on roll: 1100
 TEMPORARY TEACHER OF
 HISTORY/A.E. (to cover
 maternity leave)
 Scale 1
 Required: SEPTEMBER 1984
 for two terms in
 this split-site mixed Com-
 prehensive School. The work will
 be with pupils in Years 1 to
 3.
 LONDON ALLOWANCE
 AND Housing Social Priority
 Allowance.
 Application forms (s.a.o.)
 and particulars from the
 Planning Unit, to whom com-
 pleted forms should be re-
 turned, are available from the
 DIRECTOR OF EDUCATION,
 Royal Education Offices,
 25 Broadway, London, E15 8AR.
 E15 8AR. An Equal Oppor-
 tunity Employer. 716115
 13562

ST CLEMENTS HIGH

ST. CLEMENT'S HIGH SCHOOL
Torrington Street
Clement, St. King's Lynn
PE34 4LZ

(Group 3) Roll: 690
Mixed, 11 - 16 Years

RE-ADVERTISEMENT

Required September,
1984.

Scale 1 - Science/Maths.

Apply by letter, giving
names of two referees and

Headmistress from whom
further particulars (s.d.e.
please) are available.

POWYS COUNTY COUNCIL
EDUCATION DEPARTMENT
HIGH SCHOOL, LAMERSON
Required for three years from
1st September, 1984 or later.
a teacher of Welsh. St. 1.
(Ref: 855).
Application forms and
further particulars obtain-
able, (enclosing s.e.e.) from
the Education Department. Com-
pleted forms should be re-
turned by 9th July, 1984.
1312619 135622

**SARFORDSHIRE
COUNTY COUNCIL**

LORD WILLIAMS'S SCHOOL
 Oxford Road; Thame OX9
 1A.
 11-19 mixed.
 Comprehensive. 1850 in three
 federal schools. 300 in Sixth
 Form.

Applied for September, a
 teacher of DANCE to build on
 the fine tradition of theatrical
 arts which has been well estab-
 lished. Facilities include a
 dance studio plus a new com-
 puterised music system and
 musical productions are
 encouraged. The school's ex-
 tensive grounds are an ad-
 vantage. Games programme
 also important.

For details from the
 principal,

Apply by letter, including a
 curriculum vitae and two re-
 ferences, as soon as pos-
 sible. S.A.E. Please

**Sixth Form and
Tertiary Colleges**

Heads of Department

CURREY
EDUCATION COMMITTEE
SHER COLLEGE
Sixth Form College ENOR 5009
Fixed Open Access Sixth
Form College ENOR 5009
Required January 1985 or
earlier if possible. Subject
to C level and CSE.
The applicant is involved in
plus work. Interest in
general Studies and contribu-
tions. College life is increas-

Contact Principal Tel: 01-
98 0291. (17015)- 140018.

JURNEY
EDUCATION COMMITTEE
DUNKING COLLEGE
ROR 8001
LEAD OF MATHEMATICS
als 4 required September
44 or January 1983. For
is open across College. Lead
is open department offering
list of a novel and lower
level courses.
Ability to offer some rum-
ing science an advantage.
Contact: Principal Tel: Work-
1-81556. (17016) 140018

...and the fact that the *Journal* is a journal of the American Psychological Association, the largest and most influential organization in the field of psychology, adds to the journal's prestige and makes it a must-read for all psychologists.



WEST GLAMORGAN County Council

LECTURING VACANCIES

Neath College, Dwr-y-Felin Road, Neath
Applications are invited from suitably qualified persons for the following posts in the Authority's service to commence in September, 1984, or as soon as possible thereafter.

Lecturer 2 General & Communications Studies

A teacher with wide experience of curriculum development in B.T.E.C. Diploma and Certificate Courses in Science and Technology is required to take responsibility for leading a team of teachers responsible for this subject in a wide range of technology based courses. An industrial background would be of considerable advantage.
(Post ref: 1.22.84).

Lecturer 1 English Literature/Media & Communications

A good honours graduate in English able to contribute to 'A' level and Adult Courses. The ability to teach Media Studies or 'A' level Communications would be an advantage.
(Post ref: 2.22.84).

Lecturer 1 Mathematics

A good honours graduate to teach Mathematics to GCE 'A' level, and also to students on vocational courses in Science, Technology and Business.
(Post ref: 3.22.84).

Application forms for the above posts are available from: The District Education Officer, Neath District Education Office, Cadogan Road, NEATH SA10 7AA, upon receipt of a stamped addressed envelope. The closing date for the receipt of completed applications is MONDAY, 2nd July, 1984.

John Beale
Director of Education

BEXLEY LONDON BOROUGH ERITH COLLEGE OF TECHNOLOGY

Belvedere, Kent, DA17 6JA

PRINCIPAL: D.F. Glover, M.A., B.Sc., F.C.S., F.I.M., F.I.M.

Applications are invited for the following posts, to be filled as soon as possible:

LECTURER GRADE II IN BUSINESS STUDIES

Required to assist with the administration of BTEC National and other courses and to teach within the field of Business Studies. Ability to teach Economics and/or BTEC Certificate in Business Studies. Good qualifications in Office Skills, Teacher Training and substantial teaching and commercial experience essential. An interest in Modern Office Technology will be an advantage.
(Ref: B.8.1)

LECTURER GRADE II IN SECRETARIAL STUDIES

Required to assist with the administration of BTEC National and other courses and to teach within the field of Secretarial Studies. Good qualifications in Office Skills, Teacher Training and substantial teaching and commercial experience essential. An interest in Modern Office Technology will be an advantage.
(Ref: B.8.2)

LECTURER GRADE I IN HAIRDRESSING

Required to teach Ladies' and Gentlemen's Hairdressing. Appropriate qualifications are essential and some teaching experience is desirable. Ability to offer Postgraduate and/or BTEC National courses. Good qualifications in Office Skills, Teacher Training and substantial teaching and commercial experience essential. An interest in Modern Office Technology will be an advantage.
(Ref: B.8.3)

LECTURER GRADE I IN HAIRDRESSING

Required to teach Ladies' and Gentlemen's Hairdressing. Appropriate qualifications are essential and some teaching experience is desirable. Ability to offer Postgraduate and/or BTEC National courses. Good qualifications in Office Skills, Teacher Training and substantial teaching and commercial experience essential. An interest in Modern Office Technology will be an advantage.
(Ref: B.8.3)

CAMBRIDGESHIRE

ISLE OF ELY COLLEGE

Lecturer I in Computer Studies

To teach on a range of courses including 'A' Level Computing and BSC National Certificate.

Applicants should possess a degree or equivalent qualification.

Teaching experience not essential.

Further details and application form available from:

The Vice Principal, Isle of Ely College, Remoth Road, Wisbech, Cambs.

(returnable within 14 days of appearance of this advertisement - S.A.E. required).
(1298)

COLLEGES OF F.E.

continued

CUMBRIA COUNTY COUNCIL

BARROW-IN-FURNESS COLLEGE OF TECHNOLOGY

Education

Howard Street, Barrow-in-Furness, Cumbria LA14 1JL

Tel. No. (0283) 25017

Applications are invited from suitably experienced and qualified candidates for the following additional posts, which are required for 1st September, 1984 or as soon as possible thereafter.

1. Lecturer Grade II in COMMUNITY AND SOCIAL CARE

Required to act as Course Tutor and have overall responsibility for City and Guilds, City and Guilds and V.T.S. courses in Social Care.

2. Lecturer Grade I in COMMUNITY AND SOCIAL CARE

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CUMBRIA COUNTY COUNCIL

continued

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Education

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Colleges of Higher Education

Other Appointments

BEDFORD

**BEDFORD COLLEGE OF
HIGHER EDUCATION**
1100 LEE ST., BEDFORD, MASS.
From September 1984
soon as possible there
to teach "C" and "A."
Sociology students. The
ity to teach the Sociology
the Mass Media at L
leave would be an agree
For information, call
phone the head of the
of Social Service Studies
ford (6244) 45151.
Application forms

The Director, Bedfordshire
of Higher Education, 4
wall Street, Bedford
9AH.

**HEREFORD AND
WORCESTER
COUNTY COUNCIL**

**WORCESTER COLLEGE
OF HIGHER EDUCATION**

**SCHOOL OF EDUCATION
AND TEACHING**

**DIVISION OF PHYSICAL
EDUCATION**

Applications are invited for the temporary post of Lecturer in Physical Education in the Worcester Modern Movement.

The appointment will be made on the basis of the Senior Lecturer Scale, £4,000 to £5,215 per annum (under review) and will terminate from 1st September 1984 to 31st August 1986. The appointment will terminate 31st August 1986 even if the appointment is taken up after September 1984.

Applicants should send their curriculum vitae and three references to the

experience in the education of primary children, particular expertise in man Movement.

cipal, Worcester College
 Higher Education, Han-
 dlow, Worcester SA2
 6AJ. Tel 09053 421
 to whom applica-
 tions should be returned
 immediately. (17144) 3d

ons and experience.
from the following:

112821

INSIDE COLLEGE
Higher Education

Indhurst

in equivalent qualification. In
or sociology Qualifications
these subjects or specialised
military relations would be
would research or teaching
salary education.

reviewed as Senior Lecturer
occupation (C580) - £7765. Level
did teaching salary according to
and experience.

write and an application form
13 July 1984) wrote to
1984), Alcanco Link,
68251 118, or telephone
16321 (answering service
office hours)
G/6271.

price is an equal
player.

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**BOLTON
METROPOLITAN BOROUGH**

EDUCATION OFFICER £13,395/£14,705

Applications are invited for a new fourth tier post of Education Officer in the Department of Education & Arts, to be responsible in conjunction with other senior officers, for the development, management/administration and co-ordination of new initiatives concerned with improving education and training provision and embracing both schools and further education.

Candidates should be graduates with teaching experience in schools/further education. Recent relevant administrative experience in local government services would be of advantage. Previous applications will remain under consideration.

SCHOOLS LIAISON OFFICER — MUSEUMS SERVICE £6,264/£8,712

The successful applicant will assist the Senior Keeper (Educational Services) in the operation of the Museum Education Service. Duties will include teaching in the galleries, Branch Museums and schools and assisting with the Museums Loans Service. He/she will also be expected to run the Museum Saturday Club and will have a particular responsibility for the field of Natural History. A degree in Natural Sciences is, therefore, desirable with a teaching qualification being an advantage.

TEAM LEADER (BOLTON SOUTH)

JNC Range 4 Pts. 1-5 £8846/£9714
Applications are invited from experienced Youth and Community Workers or Teachers with Youth and Community Service experience for the post of Team Leader in the Youth and Community Service. The successful applicant will be responsible to the Director of Education and Arts through the Senior Youth Services Officer and the Youth Officer (South) for the day to day supervision of Youth and Community work both statutory and voluntary in the South Area of the Metropolitan Borough.

Closing date: 4th July.
Application forms and further details are available from the Personnel Officer, Town Hall, Bolton, BL1 1RU (Tel. 22211 Ext. 587 & 6105). Trade Union Membership is a condition of service.

An Equal Opportunity Employer.

ADMINISTRATION LEA Continued

ilea Inner London Education Authority

Applications are invited for the following posts:

Staff Inspector for Science

The successful candidate for this key post will lead the Science team of three other full-time Science Inspectors as well as Warden and Advisory Teachers. She or he will carry overall responsibility for advising on and initiating developments in all aspects of science in the Authority's primary, secondary and special schools and will also advise as necessary in respect of establishments of higher and further education.

Applicants should possess high academic and professional qualifications, varied teaching experience and an extensive knowledge of recent developments in the subject.

Staff Inspector for English

The successful candidate for the key post of Staff Inspector for English will lead and co-ordinate the work of a vigorous and imaginative team of Specialist Inspectors, Warden and Advisory Teachers. She or he will be responsible for developing all aspects of English in the Authority's schools and will also advise as necessary in respect of establishments of higher and further education. The Staff Inspector will be able to make an important contribution to English teaching and assessment, in particular, as well as to educational thinking generally.

Applicants should have good academic qualifications, substantial teaching experience and an extensive knowledge of recent developments in the subject.

Salary Range £18,539-£21,166 plus £1,347 London Weighting Allowance.
Application forms and further details are available from the Personnel Services Division (EO/Estab 18), Room 365, the County Hall, London SE1 7PB. Please indicate which posts you are interested in. Please enclose an S.A.E. Closing date for the return of completed applications to the above address is 10 July 1984.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (1418)

ilea Inner London Education Authority

Applications are invited for the following posts:

Staff Inspector for Careers Education and Guidance

The successful applicant will lead a team to advise upon and inspect all aspects of careers education in secondary schools, special schools and colleges of further and higher education. The work includes co-ordination of Inspectorate responsibilities for school — industry liaison. Applicants should have appropriate academic qualifications together with substantial relevant experience as a careers adviser/teacher/lecturer/officer.

Salary range £19,539-£21,166 plus £1,347 London Weighting Allowance

Inspector for Secondary Education (District Rank)

This post will cover a group of secondary schools in one of the ILEA's ten divisions (Initially Division 5-Tower Hamlets). Particular knowledge of the organisation, management and curriculum of comprehensive schools in a multi ethnic society is required. The successful applicant will have had substantial experience of teaching in secondary schools and have held a senior position.

Salary range £18,539-£21,166 plus £1,347 London Weighting Allowance

Inspector for the Social Sciences (District Rank)

The post carries responsibility for inspecting, advising and developing work in adult institutes, colleges, polytechnics, youth and community projects. The Inspector will also be a member of the History and Social Science team dealing with curriculum in schools as well as in education/training in the 'pure' and applied social sciences and a developed interest in one or more of the following: adult/continuing education, community education with ethnic minority groups, work with women in adult/community education.

Salary range £18,539-£21,166 plus £1,347 London Weighting Allowance
All the above posts are suitable for job sharing.
Application forms and further details are available from Personnel Services Division, (EO/Estab. 18), Room 365, County Hall, London SE1 7PB. Please state which posts you are interested in. Please enclose an S.A.E. Closing date for the return of completed applications is 10 July 1984

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (1414)

Education Department County Education Office

PRINCIPAL OFFICER (Curriculum and Resources)

POA £12,738 - £13,725
Applications are invited for this post in the Schools Branch of the County Education Office.

Applicants should be graduates and have gained successful experience in teaching; experience in educational administration is desirable. The Officer appointed will assist the Senior Education Officer (Schools) with the formulation of policy options in the areas of curriculum, resource allocation, admission and assistance to pupils.

Closing date: 6th July, 1984.
Application forms and further particulars available from the County Education Office (P), P.O. Box 47, Threadneedle House, Market Road, Chelmsford, CM1 1LD. Telephone: 0245 267222, ext. 2826.

ESSEX
County Council (1298)

Northumberland County Council

Area General Adviser (1st Schools)

Salary: Southbury Group 9 £15,027-£16,281

To commence from 1 January 1985. Applications invited from suitably qualified men and women, preferably with experience of education advisory work.

Successful candidates will co-ordinate the work of a small team of general advisers relating to first, middle and high schools in part of the County, and will have County-wide responsibility relating to education from 3-10 years.

Removal expenses and lodging allowance may be payable. Please telephone Mr Smith on 0670-814243, ext 3662 (at County Hall, Morpeth) for further details and an application form. Closing date for receipt of completed forms 6 July 1984.

City of Salford

CHIEF EDUCATION OFFICER £21,973 x £492(3) to £23,451 Post Ref. 7001/TEB

The City Council's Chief Education Officer, Mr J.A. Barnes, has recently been appointed to a senior national post and an enthusiastic and experienced successor is sought.

Salford is a major City and a leading authority in the Manchester/Salford Inner City Partnership in a challenging urban area facing problems of leadership, management and innovation in all aspects of education.

The Education Department employs 7,000 teaching, administrative and ancillary staff, has an annual budget exceeding £200 million and over 200 establishments including a major College of Technology.

Reporting directly to the Chief Executive the person appointed will take a key part in the corporate management of the authority. In addition to innovative ability and general management skills the successful applicant will be expected to contribute effectively to the development of a responsive educational service and as leader of department ensure the maximum development of individual initiative and responsibility.

The Manchester contribution is one of the most important European teaching, cultural, leisure and sporting centres set within an industrial framework which is adapting rapidly to major technological change and the post carries appropriate opportunities and responsibilities.

The post carries an essential role and offers and all the other normal benefits. This post is one of the most rewarding, but difficult, public service positions currently available and entails a determined imaginative thinker prepared to serve a fine City. Application forms available immediately from the Personnel Manager, Salford City Council, Chorley Road, Salford M27 2BN or telephone 061 768 3198. Closing date: Tuesday, 3rd July, 1984.

ADMINISTRATION continued

LONDON London Education Authority JAMES SMITH AND WEST LONDON COLLEGE London Road, Barons Court, London W6 0JH

SENIOR ADMINISTRATIVE OFFICER £14,076 - £15,756 inclusive of London Allowance

The successful candidate will be responsible for the day to day running of the Planning and Development Section which will include the preparation of the annual budget and the management of a team of staff concerned with the administration of building projects and the provision of office space.

Applicants should have a minimum of five years' experience in a similar post, preferably in a local authority, and should have a good knowledge of the planning and development process.

Application forms and further details are available from the Personnel Officer, James Smith and West London College, London Road, Barons Court, London W6 0JH. Tel: 01-834 1111. Closing date: 10 July 1984.

BILLINGDON LONDON BOROUGH OF BILLINGDON EDUCATION DEPARTMENT CAREERS OFFICER

Salary £5,781 p.a. rising to £6,981 p.a. by 1.1.85. The successful candidate will be responsible for the day to day running of the Careers Office and will be expected to provide a high standard of service to all pupils.

Applicants must be qualified teachers with a minimum of five years' experience in a similar post. They should also have a good knowledge of the careers service and be able to provide a high standard of service to all pupils.

Application forms and further details are available from the Personnel Officer, Billingdon Education Department, Billingdon, London E11 1JH. Tel: 01-834 1111. Closing date: 10 July 1984.

ALL THE ABOVE POSTS ARE SUITABLE FOR JOB SHARING.
Application forms and further details are available from the Personnel Officer, Billingdon Education Department, Billingdon, London E11 1JH. Tel: 01-834 1111. Closing date: 10 July 1984.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (1414)

Northumberland County Council

Area General Adviser (1st Schools)

Salary: Southbury Group 9 £15,027-£16,281

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Reporting directly to the Chief Executive the person appointed will take a key part in the corporate management of the authority. In addition to innovative ability and general management skills the successful applicant will be expected to contribute effectively to the development of a responsive educational service and as leader of department ensure the maximum development of individual initiative and responsibility.

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The post carries an essential role and offers and all the other normal benefits. This post is one of the most rewarding, but difficult, public service positions currently available and entails a determined imaginative thinker prepared to serve a fine City. Application forms available immediately from the Personnel Manager, Salford City Council, Chorley Road, Salford M27 2BN or telephone 061 768 3198. Closing date: Tuesday, 3rd July, 1984.

DORSET COUNTY COUNCIL CAREERS OFFICER

Applications are invited for the post of Careers Officer in the Careers Service. The successful candidate will be responsible for the day to day running of the service and will be expected to provide a high standard of service to all pupils.

Applicants must be qualified teachers with a minimum of five years' experience in a similar post. They should also have a good knowledge of the careers service and be able to provide a high standard of service to all pupils.

Application forms and further details are available from the Personnel Officer, Dorset County Council, Dorchester, Dorset. Tel: 01306 1111. Closing date: 10 July 1984.

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Application forms and further details are available from the Personnel Officer, Dorset County Council, Dorchester, Dorset. Tel: 01306 1111. Closing date: 10 July 1984.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (1414)

ADMINISTRATION General

EDINBURGH ST. MARGARET'S SCHOOL, EDINBURGH, LTD.

Applications are invited for the post of Secretary to the School. The successful candidate will be responsible for the day to day running of the school and will be expected to provide a high standard of service to all pupils.

Applicants must be graduates with a minimum of five years' experience in a similar post. They should also have a good knowledge of the school and be able to provide a high standard of service to all pupils.

Application forms and further details are available from the Personnel Officer, St. Margaret's School, Edinburgh. Tel: 0131 1111. Closing date: 10 July 1984.

ALL THE ABOVE POSTS ARE SUITABLE FOR JOB SHARING.
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SOCIAL SERVICES

CALDERDALE METROPOLITAN BOROUGH COUNCIL SOCIAL SERVICES TEACHER/GRUP WORKER

To be based at Ovenden Cottage Day Centre whose objectives are to meet the needs of delinquent youngsters who have behavioural and educational difficulties.

A clear, written licence is required by the post holder. The terms and conditions of the post are those applying to Local Authorities' APT and C staff.

Applicants must be able to take up post by 1 September 1984. For application forms and further particulars contact Julie Hill or Gillian Turner on St. Helens 24081 Ext. 2469 and return completed forms to The Personnel Officer, Town Clerk's Department, Town Hall, St. Helens WA10 1HP.

Closing Date: Friday 8th July, 1984.

As part of the Council's Equal Opportunity policy, applications are welcome from people regardless of disability, marital status, race or sex.

Child Care

CAMBRIDGESHIRE LITTLETON HOUSE SPECIAL SCHOOL

Applications are invited for the post of Special School Teacher. The successful candidate will be responsible for the day to day running of the school and will be expected to provide a high standard of service to all pupils.

Applicants must be qualified teachers with a minimum of five years' experience in a similar post. They should also have a good knowledge of the school and be able to provide a high standard of service to all pupils.

Application forms and further details are available from the Personnel Officer, Littleton House Special School, Cambridge. Tel: 01223 1111. Closing date: 10 July 1984.

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ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (1414)

ESSEX
County Council (1298)

WILTSHIRE COTSWOLD COMMUNITY (WILTSHIRE SOCIAL SERVICES)

Applications are invited for the post of Social Worker. The successful candidate will be responsible for the day to day running of the service and will be expected to provide a high standard of service to all pupils.

Applicants must be graduates with a minimum of five years' experience in a similar post. They should also have a good knowledge of the service and be able to provide a high standard of service to all pupils.

Application forms and further details are available from the Personnel Officer, Cotswold Community, Swindon. Tel: 01753 1111. Closing date: 10 July 1984.

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ESSEX
County Council (1298)

LONDON ECS Computer Lecturer able to teach computer skills to teenagers in City of London. Experienced teachers only. Candidates must be available now. Good rewards and prospects.

For details contact: Director, Personnel Control, London ECS, (17121).

GYMNASIUM
INSTRUCTOR
Required for one of
Europe's leading Sports
Clubs.

Varied work involving
and aerobic. Free-weights
Full training given.

Write enclosing C.V.,
to: The Sports Manager,
Cannons Sports Club (UK),
EC4R 3TE. (17165) 560000

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (1414)

EDUCATION SERVICE Education Advisers

Grade: Southbury Scale Headteacher Group 10
Salary: £16,995 to £18,249 per annum inclusive of
£587 LWA

(A) BILINGUALISM (REF. EP. 19887)
Applications are invited for the post of Education Adviser with particular responsibility for languages within a developing policy on bilingualism. The Authority wishes to appoint an Adviser who can make a major contribution to this, particularly in promoting the teaching of community languages across all sectors of the service, rather than emphasizing solely the teaching of traditional 'modern' languages such as French or German.

(B) MULTI-CULTURAL EDUCATION (REF. EP. 19847)
Applications are invited for the post of Education Adviser with particular responsibility for Multi-Cultural Education. The role of the Adviser is to develop a policy on multi-cultural education and to ensure that it is implemented in all areas of the service. The Adviser will also be responsible for the promotion of awareness in both institutions and individual teachers of the issues involved and for the development of relevant in-service training and regular activities.

Application forms and further details are available from The Chief Education Officer, Education Offices, 48-52 Station Road, Wood Lane, London NW2 4TY. Tel: 01-861 3000, ext. 5131, quoting appropriate reference number. Applications returnable by 10th July 1984.

Closing date: 30th June 1984. (63000) 60000

Haringey

Progress with humanity

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

Advisory Teacher (Development Education Unit)

South London
Required to work as Assistant to Oxfam's South London Education Adviser. Oxfam's Development Education Unit works predominantly in the ILEA area on in-service teacher education initiatives. It is anticipated that the unit will shortly be based in an ILEA centre in Brixton. Assistant's responsibilities include work on a range of development education project initiatives. In addition, the appointment carries a certain amount of administrative responsibility.

Applicants should have teaching experience and have had involvement with education strategies to overcome racial discrimination, multi-cultural and/or development education. Organizational skills plus the ability to type is particularly important, as is the aptitude to act on own initiative and be self-motivated. Normal ILEA requirements will be respected. Oxfam is an equal opportunity employer.

Salary inclusive of London Weighting: Starting £7791 - £8504 per annum.

Further details - please send an S.A.E. to the Personnel Department, Oxfam, 274 Banbury Road, Oxford OX2 7DZ.

Closing date for completed application forms: 6th July 1984. (1403)

OXFAM

DURHAM COUNTY COUNCIL NEW COLLEGE DURHAM

Principal: Leonard G. Bewsher, Acad.Dip.Ed.(Lond.),
B.Sc. (Econ.), M.A., F.R.S.A.

Chief Administrative Officer

Applications are invited for the post of Chief Administrative Officer within this College of Higher and Further Education. The post holder is responsible to the Principal for the administrative services and a range of functions in relation to non-teaching staff within the College and is Clerk to the College governing Body.

Applicants should be graduates or hold a relevant professional qualification of standing. Managerial and administrative experience at a senior level will be sought. For this demanding post the successful candidate is likely to be a younger person, forward looking, with drive, enthusiasm, initiative, and efficiency. The salary scale for the post is P.O. 11 (S.C.P.45-48) and the Conditions of Service are those of the National Joint Council for ART & C staff. The County Council is an Equal Opportunity Employer.

Further details, a College prospectus and application form, returnable within fourteen days of the appearance of this advertisement, may be obtained from The Principal, New College Durham, Framwellgate Moor, Gateshead, DH1 1TA on receipt of a stamped, addressed gummed label.

Assistant Controller of Education Services

(Administration) - Scale P07
Salary £16,314 - £17,873
Inclusive of London Weighting

The holder of this senior post heads the Education Department's Administration Section.

Science Museum

A major new venture in interactive exhibits R&D APPOINTMENTS

The Science Museum is to set up over the next two years a Science and Technology Centre whose exhibits will all be fully interactive - exhibits which visitors can touch and handle, exploring and making discoveries for themselves. The new Centre, to be called Launch-Pad, aims to be both inspirational and educational, triggering new interests and enthusiasms in casual visitors whilst at the same time acting as a powerful education resource for Science and Technology teaching at many levels. The exhibits will be chosen to allow visitors to explore freely the applications and principles of technology and science.

There are vacancies in the Launch-Pad development team for the following:

Post 1: Research and Development Officer (Curator Grade D)

...to work on devising and developing exhibits, on their field testing and evaluation and to help in exploiting the education potential of Launch-Pad by preparing support materials, running briefing sessions for teachers and in other ways including some direct teaching, mainly with under 11s. The person appointed will have continuing responsibilities in running Launch-Pad once it is open.

Post 2 & 3: Research and Development Assistants (Curator Grade E)

(Post 2) ...to research, devise, and develop

exhibits and oversee their construction, and to assist in running Launch-Pad, including some direct teaching, once it is open.

(Post 3) ...to research, devise, and develop exhibits and oversee their construction, and to assist in running Launch-Pad, including some direct teaching, once it is open.

All candidates should normally have a degree with 1st or 2nd class honours, or an equivalent or higher qualification, in engineering or the physical sciences. In addition, candidates for Post 1 should normally have substantial educational experience including teaching at secondary level or below. Candidates for Posts 2 & 3 should normally have experience in the mechanical engineering or design-development field. For Post 3 some teaching experience would be an advantage.

Salary: (under review) Curator Grade D-£10,780-£13,700, Curator Grade E-£9,000-£11,400. Starting salary according to qualifications and experience.

For further details and an application form (to be returned by 16 July 1984) write to: Civil Service Commission, Almonck Link, Basingstoke, Hants, RG21 1JH, or telephone Basingstoke (0256) 688861 (answering service operates outside office hours). Please quote ref. 680/388.

An equal opportunity employer

MISCELLANEOUS continued

BERKSHIRE

INSTRUCTOR (SPORT AND RECREATION)
£5,685 - £6,845 (£7,596 if holder of recognised qualification)
Our Progressive Training Centre offers facilities for up to 120 people. Has a strong emphasis on developing social and educational skills and a flourishing work experience programme. There are now looking for an enthusiastic and young, energetic team, mainly to teach people, with a broad range of physical awareness. You will be working closely with other members of the team in planning, implementing and assessing individual client needs. If you have a suitable qualification, please write to: Mr. Bethell on Brockhampton 443758 for an informal discussion. Application form and job description from the Personnel Services, Fitzwilliam School, 100, Fitzwilliam Road, Cambridge CB2 3RQ. Tel: 0223 333000. Closing date: 8th July 1984.
An Equal Opportunity Employer. (16988) 660000

LEICESTERSHIRE

THE CO-OPERATIVE COLLEGE
INTERNATIONAL CO-OPERATIVE TRAINING CENTRE
TUTOR IN CO-OPERATIVE DEVELOPMENT (OVERSEAS)
Applications are invited for a two-year contract appointment commencing September 1984, with possibility of extension.
The chief requirement is a degree in Economics and/or Co-operative Studies, or equivalent, with a minimum of 2 years' experience in co-operative work. The successful candidate will be responsible for the development of co-operative education in overseas countries. The post is a full-time position, with a salary of £11,000 per annum. For further details and an application form, please write to: Mr. J. H. Smith, Director of Studies, The Co-operative College, 100, Fitzwilliam Road, Cambridge CB2 3RQ. Tel: 0223 333000. Closing date: 8th July 1984. (16988) 660000

OUTDOOR EDUCATION

DEVON

COURTLANDS CENTRE
Require Temporary Instructor (July/August) with National Sailing & Canoeing and teaching experience in climbing, canoeing, orienteering, etc. Applicants must be over 21 with a clean driving licence. Send CV and recent photograph to: The Director, Courtlands Centre, Mr. King, 15307, Devon 060000

EAST SUSSEX

SUMMER SCHOOL
Please see 'English as a Foreign Language' section.

MID WALES

RHIDOL STUDY CENTRE
Brand new purpose built residential Centre for 44 persons. Opening October 1984. Choice of field study and outdoor activities, lectures, seminars, etc. Full details and application form from: The Director, Rhidol Study Centre, Pen-y-bryn, Aberystwyth, Ceredigion, Dyfed, SA23 2EX. Tel: 0970 688552. (11236)

TEMPORARY MANAGER

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PEAK NATIONAL PARK STUDY CENTRE

LOSEHILL HALL

SENIOR LECTURER

80 1/2 - £20,000-£10,539 p.a.

Qualified biologist, geographer or environmental scientist to organise and teach residential courses.

Experience or interest desirable in conservation, in-service training, training, environmental education.

For further details and application form, please send large SAE to: Peter Townsend, Principal, Peak National Park Study Centre, Losehill Hall, Castleton, Derbyshire, S20 2WB.

THE SAVE THE CHILDREN FUND

In conjunction with the D.H.S.S. working Group on Asian Health Care has launched the Asian Worker and Baby Campaign as a follow up to the Rickets Campaign. The main aim of the campaign is to improve the health care of pregnant mothers and their children within the Asian community by improving communication links with and the accessibility of the Health Services. We are now setting up local Link Worker schemes to help establish and improve links between local communities and health professionals. We are seeking four staff to be based at S.C.F. Headquarters in London, but who will need to travel within the U.K. The appointments will be for a two-three year period.

Three Trainers

The Link Worker Trainers will be responsible to the Campaign Director for developing and implementing training in each local launch area. They will also liaise with health professionals to develop and implement induction and on-going training packages and will act as Training Advisors for the duration of the scheme. Applicants should speak one of the Asian languages, hold a clean driving licence and have training/teaching experience. Candidates will ideally be Social Workers, Nursing Tutors, E.S.L. or adult education Teachers or Lecturers.

Starting Salary will be c.£8,500 per annum

Co-Ordinator

The Link Worker Co-Ordinator will be responsible to the Campaign Director for the recruitment and follow-up support of Link Worker staff in local launch areas, including the development of selection aids and procedures. The work will involve close liaison with the employing Health Authorities and Job Centres etc. Applicants should have a sound background and experience in recruitment and testing techniques and should ideally speak fluent Hindi/Urdu or Bengali.

Starting Salary will be c.£7,800 per annum

For further details and application form, please contact Leone Linton, Personnel Officer, S.C.F., Mary Datchelor House, 17 Grove Lane, London SE8 8RD. Tel: 01-703 5400.

Closing date for applications is 8th July 1984.

Asian Mother and Baby Campaign

LONDON & SURREY

OUTDOOR EDUCATION

WIMBORNE

Centre for field studies and outdoor education. Full details and application form from: The Director, Wimborne Centre, 100, Fitzwilliam Road, Cambridge CB2 3RQ. Tel: 0223 333000. Closing date: 8th July 1984. (16988) 660000

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For further details and application form, please send large SAE to: Peter Townsend, Principal, Peak National Park Study Centre, Losehill Hall, Castleton, Derbyshire, S20 2WB.

THE SAVE THE CHILDREN FUND

In conjunction with the D.H.S.S. working Group on Asian Health Care has launched the Asian Worker and Baby Campaign as a follow up to the Rickets Campaign. The main aim of the campaign is to improve the health care of pregnant mothers and their children within the Asian community by improving communication links with and the accessibility of the Health Services. We are now setting up local Link Worker schemes to help establish and improve links between local communities and health professionals. We are seeking four staff to be based at S.C.F. Headquarters in London, but who will need to travel within the U.K. The appointments will be for a two-three year period.

Three Trainers

The Link Worker Trainers will be responsible to the Campaign Director for developing and implementing training in each local launch area. They will also liaise with health professionals to develop and implement induction and on-going training packages and will act as Training Advisors for the duration of the scheme. Applicants should speak one of the Asian languages, hold a clean driving licence and have training/teaching experience. Candidates will ideally be Social Workers, Nursing Tutors, E.S.L. or adult education Teachers or Lecturers.

Starting Salary will be c.£8,500 per annum

Co-Ordinator

The Link Worker Co-Ordinator will be responsible to the Campaign Director for the recruitment and follow-up support of Link Worker staff in local launch areas, including the development of selection aids and procedures. The work will involve close liaison with the employing Health Authorities and Job Centres etc. Applicants should have a sound background and experience in recruitment and testing techniques and should ideally speak fluent Hindi/Urdu or Bengali.

Starting Salary will be c.£7,800 per annum

For further details and application form, please contact Leone Linton, Personnel Officer, S.C.F., Mary Datchelor House, 17 Grove Lane, London SE8 8RD. Tel: 01-703 5400.

Closing date for applications is 8th July 1984.

Asian Mother and Baby Campaign

LONDON & SURREY

OUTDOOR EDUCATION

WIMBORNE

Centre for field studies and outdoor education. Full details and application form from: The Director, Wimborne Centre, 100, Fitzwilliam Road, Cambridge CB2 3RQ. Tel: 0223 333000. Closing date: 8th July 1984. (16988) 660000

TEMPORARY MANAGER

PGL provide a temporary manager for a residential centre for 44 persons. Opening October 1984. Choice of field study and outdoor activities, lectures, seminars, etc. Full details and application form from: The Director, Rhidol Study Centre, Pen-y-bryn, Aberystwyth, Ceredigion, Dyfed, SA23 2EX. Tel: 0970 688552. (11236)

PEAK NATIONAL PARK STUDY CENTRE

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